

MAR 15 1928

The Playground

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The Development of State Parks in America
By Wilbur A. Nelson

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Flowers in the Park By W. F. Jacoby

The Engineer's Problem in the Construction of a Modern Ten-Acre
Playfield By A. E. Berthe

How Can a City Recreation System Increase the Sum Total of Un-
organized, Individual and Small Group Play and Recreation?
By Jay B. Nash

Solving the Caddy Problem By Dan Chase

A Message from Eva Le Gallienne

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The Playground

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TABLE OF CONTENTS

	Page
The World at Play.....	619
Local Park Achievements in the United States, by L. H. Weir.....	625
The Development of State Parks in America, by Wilbur A. Nelson.....	629
County Parks Increase Property Values.....	633
Learning to Know the Animals in the Zoo and the Trees, Shrubs and Flowers in the Park, by W. F. Jacoby	635
A New Type of Stone Trail Shelters.....	638
Recreation and Game	639
The Engineer's Problem in the Construction of a Modern Ten-Acre Playfield, by A. E. Berthe.....	640
How Can a City Recreation System Increase the Sum Total of Unorganized, Individual and Small Group Play and Recreation, by Jay B. Nash.....	643
Enlarging the Service of the Recreation Department.....	648
Solving the Caddy Problem, by Dan Chase.....	652
Character Education Through Scouting, by Norman E. Richardson.....	653
Safety and the Playground, by W. C. Batchelor.....	654
An All Southern Play Day.....	656
A Message from Eva Le Gallienne.....	658
Nature Guiding	
Department Conducted by William G. Vinal	
Making Nature Study Play, by Henry Corp.....	659
Early Spring in Japan, by Clara Blattner.....	661
The Children's Playground Theater, by Mabel F. Hobbs.....	663
Developing Responsibilities	672
Index to Volume XXI	673
At the Conventions	681
Our Folks	684
Book Reviews	685
Magazines and Pamphlets Recently Received	686

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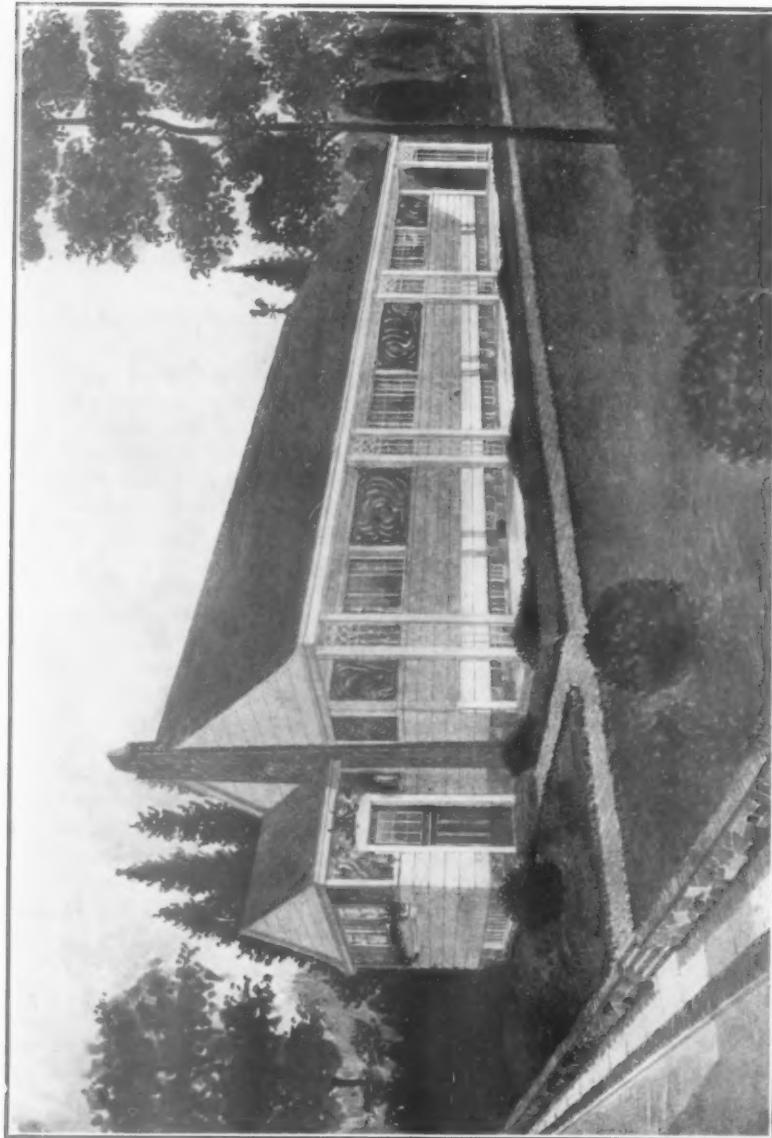
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The Educational Department

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CAMDEN, NEW JERSEY, U. S. A.





A CLUB HOUSE FOR CADDIES AT FARMINGDALE, LONG ISLAND. (See page 652.)

The Playground

VOL. XXI, No. 12

MARCH, 1928

The World at Play

Argument for Playgrounds.—A Study of Street Accidents in the Bellevue-Yorkville District, New York City, December, 1927, declares that the need for more playgrounds is indicated by the fact that running or playing in the streets was responsible for one-quarter of the accidents to children.

Play to Prevent Crime.—A New York State Commission reporting on young criminals as a growing menace praises the work now being done by boys' training and welfare organizations and urges a vast extension of these activities.

A New Singing Group in Cincinnati.—Will R. Reeves, Executive Secretary of the Public Recreation Commission, Cincinnati, Ohio, who organized the famous "Mother Singers," is developing another interesting phase of community music in the creation of a Junior and Senior Chamber of Commerce Chorus. This group will be trained for singing in much the same way as the "Mother Singers" have been.

A Bowling Tournament.—Twenty-six lawn bowlers, representing cities all over California, recently held a tournament at Pasadena, California. This sport is becoming more and more popular on the western coast.

Play Day for Girls a Great Success.—Yells, cheers and squeals are heard as 535 girls take part in play day in Grand Rapids, Michigan.

This gay group of girls frolicked as whole-heartedly as their brothers would have done, at the first school girls' play day to be held in the State of Michigan. And "play day" is just what it was! Nobody practised especially for the event; nobody starred on the field; nobody worried about the scores. All the 535 girls, clad in regulation middies and bloomers with colored ties to distinguish their schools, just turned in and played in the gymnasium of one of the high

schools. It was so successful it may be made an annual event.

Clubs in St. Petersburg, Florida.—An interesting activity among St. Petersburg boys is the Four Square Clubs. These are luncheon clubs for boys ten to thirteen years inclusive, the pre-Scout age. There are five individual clubs in the city with a membership of about 400 boys. The prime object is to get the boys to think about what they want to be. Lunches are brought from home and leaders in commercial, industrial and professional life are the speakers. A button and insignia have been adopted and there is a constitution.

St. Petersburg also has thirty state clubs organized for the purpose of providing amusement and acquaintanceship among people from each of the states. This is a very successful activity.

A Gift of Land.—Salem, Ohio, has received a gift of two acres of land valued at \$5,000. The property is very near the community building and was given by the donor of the building.

A Livable City.—The Chamber of Commerce at Orlando, Florida, has published in one of the daily papers a series of facts about Orlando, Today and Tomorrow.

"The city of Orlando maintains a department of public recreation that directs activities which bring joy to the kiddies and grown-ups alike. A city that gives consideration to the needs of the children and that provides a program of activities for them is a good place for families to settle and live. The children will grow up with a sense of gratitude and a spirit of loyalty for 'The City Beautiful.' When they reach maturity they will repay tenfold the efforts that were spent upon them. They will form the backbone of Orlando's citizenship. Giving the children a square deal means laying the foundation of greater progress."

Can this be said about your city?

The Minnehikers of Minneapolis Report.—A most interesting publication comes to us in the form of the Minnehikers' year book for 1927. This organization, thoroughly democratic in principle, accepting the only philosophy in life that makes for happiness, that we progress only as we render service, has got a great deal more out of life because of the mileage it has put in and the shoeleather it has worn out, according to the unanimous verdict of its members.

With the Minnehikers, neither time nor space are factors worthy to be taken into account. With these eliminated, it is not surprising to learn that weather, climate, locality, day or night, do not matter, either. Through snow drifts and over ice—over swamps in July and mountains in August—fences are life's obstacles and vanity is banished into the "never-never" land, in these hikes that range from three miles to thirty or forty. They take the luck of the gods as they tramp "with heads up and eyes to the sun."

"Over the world and under the world," it's hiking for the love of hiking. Not for health or wealth or the pride of making a record. It's the fascination of the trail that seeps into the blood and the brain, the feeling of the wind across one's face and the earth under one's feet. The joy of congenial companionship and the pursuit of that intangible Grail, that always gleams over the edge of lifting horizons.

A Carnival of Sports.—A huge spring carnival, featuring players from Stanford University, California University, Southern California University and University of California at Los Angeles, will be held in Los Angeles on March 30th and 31st. The championships of eight sports including tennis, swimming, boxing, wrestling, golf, fencing, gymnastics and water polo will be decided. This is a new event and will be made an annual affair.

Increased Appropriation in Reading, Pa.—In 1927 the City Council of Reading appropriated \$11,000 for the recreation program. The 1928 appropriation has been increased by \$4,000; an appropriation from the School Board will be made in May.

A Parents' Exposition.—Enlightenment of all subjects relating to children is the purpose of the Parents' Exposition to be held at Grand Central Palace, New York City, April 21st to 28th. Films, demonstrations, discussions, lectures,

charts, and displays will be used to stress the importance of health, child study, education and recreation. The Exposition will be held under the auspices of the United Parents' Association.

An Airplane Contest in Los Angeles.—On February 4th the Los Angeles Playground and Recreation Department dedicated its junior municipal airport, with full equipment for the making, testing and flying of miniature aircraft. Preliminary to the opening of the new flying field, elimination contests were held by the Department in preparation for the dedicatory competitions. The flight events were as follows:

Class A—Commercial models—Entrants must be under 21 years of age and the models must have enclosed wings and fuselage. The three events will be for distance, duration and weight carrying.

Class B—Racing models—Entrants must be under 16 years of age, and the planes will have wings covered only on one side and without enclosed fuselage. The two events will be for distance and duration.

Class C—Gliders—Entrants must be under 15 years of age, and the test will be a flight for duration.

New Facilities for Tacoma.—The Metropolitan Park Board of Tacoma, Washington, has authorized a bond issue of \$250,000 for additional public recreation service. Some of the projects include the making of a still water bathing place in West End Park lagoon and the construction of four still water swimming pools at the east end of the Pavilion at Point Defiance. There will be separate swimming tanks for general public service and for women and small children. The present Nereides tank, which has been used for some time as a summer swimming pool, will be rebuilt and used by the Playground Department as a gymnasium in conjunction with the Point Defiance playfield. A recreation pavilion is to be constructed at Wapato Park affording social recreation opportunities and facilities for boating, fishing and bathing. A new municipal playground will be provided on the east side.

A New Playground Showing Sarasota.—Sarasota, Florida, has a new playground on the Bay front, easily accessible to the hotel and business section of the city. It is equipped with shuffle board, lawn bowling and roque courts, and a large pavilion has been constructed to take care

of those wishing to play cards, checkers and other indoor games. Another new lawn bowling court 120'x110' is under construction at Gillespie Park.

A New Park for Nashville, Tennessee.—The woodland area of 1700 acres, to be known as Percy Warner Park, has just been presented to the city as a memorial to Mr. Warner, former president of the Board of Park Commissioners.

Birmingham Acquires New Facilities.—The Birmingham, Alabama, Park and Recreation Board has made rapid strides during the past year in the acquisition of recreation facilities. On April 1st, 1927, the Board purchased the eighteen hole golf course and clubhouse, formerly owned by the Country Clubhouse. On May 20th, the course was opened and the income since that date has been more than \$6000 per month, while the expenses have been \$2500. On August 2nd, a nine hole course was completed. This was made possible by a group of citizens in one section of the city who agreed to advance sufficient funds—about \$21,000—to build the course, this money to be returned from the receipts of the golf course.

In July the Junior Chamber of Commerce urged upon the Board the building of a municipal stadium and agreed to raise \$100,000 from stock certificates, provided the city would advance about \$250,000, an amount sufficient to build the first units. The proposal was accepted and on November nineteenth the new stadium, the largest municipal stadium in the south, was opened. The stadium and the forty acre field surrounding it are known as Legion Field, and the American Legion is interested in the project of raising \$50,000 to build a memorial entrance.

Terre Haute's Municipal Stadium.—A veritable recreation center for Wabash Valley is Terre Haute's new \$400,000 stadium, which can accommodate 16,000 people. The stadium is of concrete construction with the exception of the memorial arch entrance. Underneath the structure are club rooms for baseball teams and other groups using the field. These rooms are equipped with showers and other conveniences. The field is used for baseball, football, field meets, pageants and exhibitions, and the facilities will make possible the great variety of recreational and cultural activities.

Sacramento's Recreation Center for Men.—Statistics from the office of the Sacramento,

California, Department of Recreation show that during November the men's center had 45,639 visitors, an average of 521 each day. The center is kept open from eight in the morning until ten at night. On Thanksgiving Day a banquet was arranged for the men and around Christmas a tree was set up which was decorated by the children of the playgrounds. The center has proved so popular that plans are under way to move from the old Second Street fire house which is being used at present to a building formerly occupied as a pumping station for the water works.

One County Spends Fifteen Million.—Cook County, Illinois, has forty-four park commissions. These commissions expended in 1926 alone over fifteen million dollars.

Knoxville Increases Appropriation.—A budget of \$21,230.00 was approved by the City Council of Knoxville, Tennessee, for the year beginning October 1, 1927. This is an increase of about \$8,000.00 over last year's budget.

Auburn, New York, Opens Booker T. Washington Community Center.—After twelve years of hard work on the part of a group of colored people, with the friendly interest of the Seward School Parent Teacher Association and an Advisory Board of ten influential citizens, a dream becomes a reality. The Booker T. Washington Community Center was opened formally, with a full time, trained recreation executive in charge of the program.

Swimming Pool for Gloversville.—Gloversville, N. Y., received an old-fashioned swimming hole type of swimming pool as the gift of a friend of the recreation movement, Honorable Lucian N. Littauer. Mr. Littauer gave the first playground of Gloversville many years ago and has been an interested friend to the recreation movement of the city ever since.

This new pool will make Gloversville one of the best cities in the state as to facilities for public recreation.

The Quiet Life.—A few months ago, William A. Stecher, who served so many years as Director of the Department of Physical Education of the Philadelphia Public Schools, retired to lead a quiet life in Honolulu. The quiet life was of short duration. "A few weeks ago," he writes, "I was discovered by the Council for Boys' Work and made chairman of this committee on future

playground sites. Yesterday I received a letter from Mayor Arnold of Honolulu, saying that he had appointed me as one of the five recreation commissioners of the city."

"And this is my dream of a quiet life in the sub-tropics!"

The 1928 World Basketball Free Throw Tournament.—The World Basketball Free Throw Tournament Committee will meet in Charleston, South Carolina, on Wednesday, March 14th, at seven p.m. All the scores will be reviewed at that time and the championships declared. For this year's contest there are six divisions including senior, intermediate and junior boys, and senior, intermediate and junior girls. Information may be secured from H. J. Scofield, City Hall, Charleston, S. C.

Detroit Girls Awarded Honor Points.—In January, a thousand girls, who had been members of the classes conducted by the Department of Recreation last year and had taken part in at least three activities, received awards at the Kronk Community House. Certificates were given for fifteen points, bronze pins for twenty-five, silver for fifty points, silver and blue enamel pins for seventy-five points and gold pins for one hundred. A program of songs, dances, drills and pantomimes was given to which parents were invited.

The George Mueller Mountain Park.—A mountain park of 1000 acres located in Davis County, Utah, just twelve miles from the heart of Salt Lake City, is a recent acquisition of the Salt Lake City Corporation. The park, formerly the summer home of George Mueller, is the gift of that public spirited citizen to the city. Mr. Mueller has made just one condition—100 acres are to be set aside as a summer vacation spot for the school teachers of Utah. This tract includes both sides of the canyon, two miles in length and about one-quarter of a mile wide with a beautiful stream running down the center. Development plans include additional roadways, foot path ways, new bridges and camping places with small furnaces. So far as possible the park will be left in its natural state.

A Camp for Mothers.—Thirty-six mothers and children of Brantford, Ontario, attended the Mothers' Summer Camp conducted by the Brantford Lions this past season. The mothers selected

were invited to camp for a two weeks' rest and in every instance where it was deemed advisable the mother was permitted to have her children with her to the camp. A house mother of the camp, however, took care of the children, thus relieving the mother of their care.

A Permanent Camp Site for Highland Park.—Highland Park, Michigan, City Council recently authorized the expenditure of \$21,150 for the purchase of a thirty-two acre site on Platte Lake in northern Michigan.

Trap Shooting in Union County, N. J.—The Union County Park Commission, of which F. S. Mathewson is Superintendent of Recreation, has developed Trap Shooting, which is proving very popular among the older men of the county. The facilities consist of three automatic traps and handicap platforms, and field house. It is possible for fifteen men to be at the traps at the same time, which provides adequate facilities for a large number of shooters in one afternoon. In addition to the regular program, periodic shoots are held on these grounds with merchandise prizes



SKIING AT BEAR MOUNTAIN, NEW YORK



SKATING, HESSIAN LAKE, BEAR MOUNTAIN, NEW YORK

offered, and also championship events when trophies are awarded.

One of the important things in promoting trap shooting as a part of the recreation program is that it provides an activity for men who are not reached in any other phase of the general program.

The small profit made from the sale of shells and clay targets practically meets the running expense of the sport.

A New Skating Rink at Bear Mountain.—Bear Mountain, Harriman State Park, New York, now has an enclosed skating rink which is attracting large numbers of winter sport enthusiasts. The rink is built of steel with rough stone facing on ends and sides, and has a timber roof. Large chestnut logs hewn in rustic fashion frame the opening; some of these logs were cut in the park while others were brought from the Shenandoah Valley in Virginia. The ice surface is 100 feet by 200 feet, providing ample space for skating, hockey or short distance racing. Brine pipes underneath the surface kept the ice in good condition, even on thawing days. A new surface is secured rapidly by sprinkling.

This addition to the facilities at Bear Mountain will not be limited to winter uses, but will have

an important part in the year-round service of the Interstate Park. It will be used as a shelter in summer for the thousands of visitors at Bear Mountain and will seat comfortably three or four thousand people about tables for large parties, or at scattered picnic luncheons. It will supplement the service now given by the restaurant and cafeteria at the Inn and an extra kitchen can be installed at one end to provide for the heavy demand in warm weather.

The Park Commission also plans to use the skating rink as a meeting place for conventions or excursions. It is large enough for a political convention and the acoustics have proven excellent for band music and other musical events.

Midwinter Outdoor Sports in St. Paul.—The winter program conducted by the Department of Parks and Playgrounds of St. Paul includes band concerts at several of the skating rinks, a number of community ice carnivals, dog races, horse races, curling, tobogganing, sleigh ride parties and skating parties, and ski events. In addition, many hockey leagues are playing games and Saturday hikes are popular.

A Training Course for Leaders in the Field of Parental Education.—The Child Study As-

sociation of America is offering an intensive four week training course for leaders in the field of parental education beginning March 12 and ending April 5. The course will be limited to a group of fifteen to twenty in number. The topics for each week will be as follows:

First Week—The History and Scope of Parental Education

Second Week—The Content of Parental Education

Third Week—Specific Problems in Parental Education

Fourth Week—Methods and Techniques in Parental Education

Further information may be secured from the Association, 54 West 74th Street, New York.

Music School in Winston-Salem.—The Music School in Winston-Salem last summer cost the city \$7500. A faculty of musicians was assembled from various quarters under the guidance of Director William Breach, who is in charge of school and community music. Twenty-seven hundred pupils were enrolled in the school and all who required it were given free tuition. There are some seventeen bands and orchestras in Winston-Salem made up wholly of young people.

Oxnard Revives Old Dances.—“Birdie in the cage and three hands round” with variations used by callers for the old fashioned dances, and a three piece orchestra, aided by a loud speaking system installed at a cost of \$200, continue to make the Old-Time Dance Society of Oxnard, California, one of the most popular leisure time groups. The Society was organized to conduct a weekly dance and after eighteen months continues in popularity with an attendance of approximately 250 enthusiasts. The group includes all ages, parents with children, High School pupils, and the old timers, and all gaily welcome the opportunity to ‘Meet your partner and promenade eight.’ With the old time grace and skill they revive the Schottische, Polka and gay Quadrille.”

Art Activities Among Colored Citizens.—Under the auspices of the Playground and Recreation Association of San Antonio, Texas, the colored citizens have organized a “Paint and Powder Club.” On December 7th this group presented “Civil Service.” There is also a colored chorus organized by the Association which broadcasts a program of songs every Tuesday evening for half an hour.

Broadcasting the Choral Society.—The Choral Society fostered by the Recreation Department of Sacramento, California, recently gave a concert over the radio which proved a great success.

A Negro Quartet Contest Over the Radio.—Broadcasting by eighteen negro quartets was a feature of the December program of the Orlando, Florida, Department of Public Recreation. Each quartet was asked to sing “Heaven” and a second selection of its own choice. The judging was done by the radio audience.

Harris Whittemore

UNANIMOUS ACTION OF BOARD OF DIRECTORS OF
P. R. A. A.

The following vote was unanimously passed by the Board of Directors of the Playground and Recreation Association of America in memory of Harris Whittemore:

“For more than fifteen years Harris Whittemore gave generously of his time and money for the children and young people of America through his support of the work of the Playground and Recreation Association of America. His own faith in the movement, his deep sincerity, his kindly sympathy, his unfailing cheerfulness, his readiness to help in every way in his power stimulated others to more earnest efforts. The Association desires to record its pride in having had Harris Whittemore for so many years as a Director, contributor, and active leader.”

No resolution can express the loss the recreation movement suffers when a local and national leader of the type of Harris Whittemore is taken away from us. The loss is not measured merely in definite things done, in responsibilities which some one else must carry on. Men like Harris Whittemore are themselves more important to the movement than the athletic fields they have given, the playgrounds they have made possible. Unconsciously we think of the movement itself with a deeper respect because of the way they have visioned it, have spoken of it, have written about it. We are grateful for the memory that the years of service have left.

Local Park Achievements in the United States*

BY

L. H. WEIR,

Field Secretary, Playground and Recreation Association of America

When anyone attempts, in the course of a few minutes, to speak of the needs of the communities of America and their activities in providing parks and other recreation places and facilities, it is really attempting the impossible, and the most that I can do will be to try to give you in certain broad general outlines something of what the situation is in these accomplishments, to speak briefly of some of the great causes that have led to these efforts on the part of our people, and then, if I have any time left, I shall try to take up with you certain of the deficiencies that are shown in the records which I have gathered of those things that have been done.

I shall try to deal with the first part of this talk by contrast. Whether St. Augustine was the first settlement, in our country, or Santa Fe, those founders, although building a city in the wilderness in one case and in a desert wilderness in the other, did not forget first of all to set aside a little square for the recreation of the people in those communities. For the first two centuries and a half, in other words up to about 1850, if we really take the settlement of our country from about 1607 in Virginia, the only areas that represent anything that approaches the modern parks, consisted of these plazas in the Spanish towns, the commons in the New England towns and in the Middle Atlantic States, and in some places in the South, notably the little squares that were laid out by such founders as William Penn in Philadelphia, and General Oglethorpe in Savannah.

The idea was carried down through the years until perhaps the latest representative of that period was in the founding of Salt Lake City by Brigham Young, when he gave a splendid example of fine city planning, not forgetting to set aside at regular intervals, squares ten acres in extent for parks and recreation.

But the sum total of all of these spaces that have been set aside by the early planners up to

the year of 1850 was exceedingly small in acreage and number of properties.

In 1925-1926, seventy-five years or three-quarters of a century following 1850, we found that approximately 1,620 communities in the United States had provided nearly 250,000 acres of recreation spaces.

Prior to 1850 there were no legal measures dealing with matters enabling the people to provide parks and other recreation spaces for themselves. During the past three-quarters of a century the legislation that has been enacted by states, by municipalities, by city ordinances and by judicial decisions of the courts relating to these various laws, would fill many volumes.

Prior to 1850 there was not a single municipality, a single municipal department in America, so far as I know, that had been specifically created to handle parks and recreation.

Beginning about the fifties and sixties, the first park commission came into existence. For a period of two or three decades practically the only form of government for parks that was being provided in various cities throughout the country was in the form of boards of park commissions. Today the various authorities having control of parks and recreation activities number several hundreds.

I believe that in the first twenty-five cities in size in this country there are sixty-two different agencies dealing with public parks and public recreation. Most of you are familiar with the complexity of that situation which has to do with the control of government and the control of parks and recreation in this country; how for various reasons it has become divided and sub-divided until in one single community we have as many as twenty-one different agencies, public agencies created by law and supported by the people's money for the handling of parks and public recreation.

Prior to 1850, I dare say there was not a single park executive or a single recreation executive in

*Stenographic report of address given at Recreation Congress, Memphis, Tenn., October 6, 1927.

America. There was prior to 1890, yes, probably 1885, hardly a single man or woman in America who had been specially trained for recreation service. We did not have prior to 1890 a single park executive trained in the fashion that is demanded of the park executives of today.

Prior to 1850 there was not a single man in America, with possibly one or two exceptions, who was attempting to plan public recreation areas.

That grand and glorious leader of park planners of America, Andrew Jackson Downing, laid out the first plan of our capital at Washington and died during the time he was working upon some of the plans that were laid down at the beginning. One of his associates by the name of Gold took up the work, and later Gold became associated with Olmsted, the elder, and later Charles Eliot, the son of the grand old president of Harvard University, became associated with Olmsted.

Those were the men who through the fifties, sixties, seventies and into the eighties, laid down the fundamental principles that are being followed in the development of the larger parks and of the smaller parks, and the principles followed in laying down the plans of the park systems in American cities today.

Today, however, there has arisen a distinct profession, represented by many individuals and by many incorporated companies, trained to plan parks and other recreation areas, and trained to plan cities. Prior to 1900 there was not a single city in America which had a general city plan, with the exception of the city of Washington, which in the beginning was planned by Major McCormick. There were several other attempts—in Buffalo, Erie, Indianapolis—in the beginning of the plans of those cities, but planning in the sense that we understand it today had not arrived.

During the past twenty years, 176 of the cities of America have had general city-wide plans made, including comprehensive park plans. Those 176 cities represent about one-fifth of the total population of the nation. Some 390 of our cities have legally constituted planning boards whose duty it is to study the development of their cities and to lay down plans to follow in the making of those cities—not only the best possible places in which to work but also the best possible places in which to live.

There are 525 cities which have zoning ordinances. I mention that because this matter of zoning is a very fundamental question in relation to the permanency and stability of the properties

provided for our parks and recreation centers.

Prior to 1900 there was but one organization in existence, so far as I know, that was national in scope, dealing with the subject of parks. Now I am getting close to our own day. I have left the middle period of 1850 and will get down to those things which have happened within the memory of us here. That Association was formed in the nineties and consisted of those executives and superintendents who were at that time in charge of the comparatively few park systems in American cities. It originated in a local organization and later became the American Association of Park Superintendents and continued as such until about 1917, when it was organized into the present American Institute of Park Executives and American Park Society. It was only twenty years ago that the Playground and Recreation Association of America was formed.

Prior to 1900 there was scarcely any literature to be had upon the subject of parks excepting some scattered periodicals and in some few technical papers prepared by some of the early planners of that time. Even today there are only two books of a general nature dealing with this entire field of public parks in America.

Prior to 1906 or 1907, there was no periodical specifically dealing with this field. About that time, if I remember correctly, the *PLAYGROUND* was founded. The American Association of Park Superintendents had used "Parks, Cemeteries and Gardening," as a sort of medium for themselves, later publishing special bulletins, and in 1917 founded the present splendid *Parks and Recreation*.

Prior to 1900 there were no schools that were giving any special attention to the training of either park executives or to the training of the modern organized recreation worker. Today I believe there are over sixty different colleges and universities giving special courses in landscape architecture and special attention is given to the training of park executives of the type that is especially skilled in landscape design and the propagation of trees, flowers, etc. I believe there are 130 or 140 universities giving some courses in the training of playground leaders, and we have one national school for the training of recreation executives.

There are many other phases of this movement that I might mention that have happened within the memory of most of us.

I daresay that prior to 1850 the capital invested,

the capital investment represented in the property that had been set aside for the recreation of the people, could be estimated in just a few hundred thousand dollars. I estimate today that that capital investment in public parks and recreation spaces of American cities is considerably over one billion dollars, and that the current operation and maintenance expense runs considerably over one hundred million dollars annually. Of course, the capital investment, the value of those properties, is difficult to estimate. We have no way of actually estimating the actual value of properties that have been set aside in American cities for public parks and public recreation—the actual commercial value of the property which has been set aside is probably very much greater than what I have estimated the capital outlay to be.

What is it that has turned the minds of the American people so keenly toward providing these spaces to the extent to which I have indicated?

I think perhaps the significant fact is to be found in what we are pleased to call the industrial revolution—a revolution that had its beginning in the first half of the last century and began to flower in all of its power along in the eighties.

In 1780 when the first census was taken, we found that only 3.3 per cent of the people lived in the cities of 8000 and over. There were only six such cities. In 1920, there were 924 cities in existence in America of 8000 population and above with about 40 per cent of our total population living in them. In other words, that part of the population of America that is classed as rural, numbers something over 51 per cent., or 51 millions, and probably will be considerably less than that in the 1930 census. I have found by comparing several decades past, that there is likely to be added to the urban population of America by 1930 over ten millions of people.

The significant thing about that is this: Man as an animal depends more than he thinks and believes upon the simple factor of sunlight. He depends more than he realizes upon another simple factor of pure air. The larger cities of North America almost completely rob their people of these two simple factors. The real life-giving rays of the sun rarely reach the children and young people and adults of those cities.

Today I think people are beginning to realize that situation. I am sure that was one of the motives that moved people back in the sixties, seventies and eighties to begin to do something about the planning of cities. Curiously enough,

there was also mixed in with that another idea that some of us today are thinking serious about—the idea of beauty. Every one of those early planners of parks in America gave as a fundamental reason for having such spaces, the sense of beauty.

If there is any one message that I should like to leave with you this evening, it is to keep in mind the teachings of those old masters and to keep ever toward the front this idea of beauty, whether it be in the design of a children's playground, neighborhood play parks, athletic fields, stadiums, bathing beaches, state parks and reservations.

There are many other reasons why I believe people were impelled by the conditions that arose when they builded these great cities, which moved them to take more and more of an interest in this movement as it is reflected in some of the facts which I have presented.

I think one of the most outstanding was the danger that attends the playing of children in the streets, which was cutting off forms of activities involving the great muscle groups of the body which have so much to do with the functional life and vigor of every human being.

I have told you some things that would seem to indicate that we have made rather remarkable progress in respect to planning and to provide these open spaces. But in reality, the picture is not so good as it would seem.

Today the great city of New York has nearly six million people and the total amount of public space that has been set aside for the play of the children of that city for games and sports, and for adults and young people, as well as for rest and other forms of recreation, is only a little over 10,000 acres. In 1880 that acreage was only 1565. In all of the years from 1880 to 1925, the acreage has increased to a little over 10,000 acres and in that time the population has increased from about two million to nearly six million.

The city of Chicago, with approximately three million people, has only about five thousand acres of public property set aside for the recreation of the people within its boundaries. But the city of Chicago has gone into a program of planning that is characteristic of some of the latter phases of modern plans for parks and recreation, and that is a great outlying system of open spaces that can be reached by people who have automobiles and by those who have to travel by trolley. In the great outlying Cook County Forest Preserve there

are about 31,600 acres of property. This is one of the most notable civic achievements of any American city and I dare say probably exceeds what has been done in any city in the world in recent times.

While the acreage set aside in New York City seems to be very small compared with the number of people, outside of the city of New York there have been provided by other agencies areas that can be used efficiently by the people of New York. One of the most notable of these, and one of the most notable achievements in modern park planning in America, is the great Westchester County Park System, which began only in 1922, and which, it is estimated, represents an expenditure of nearly thirty millions of dollars. They have acquired something over 16,000 acres. In other words, today a little over five per cent. of the entire area of that county has been set aside by the people in this remarkable park and boulevard system.

The city of Philadelphia has the best showing among the largest cities of the country in the ratio of park acreage to population. With a population pretty close to two million, it has nearly 8000 acres of park properties all within its borders, or nearly all within its borders. It has no great regional plan in execution; there is one on paper and I dare say that within the next five or ten years we shall see some remarkable developments in regional planning in Philadelphia.

Now the plans that involve the extension of the park systems into the open country have been made possible by the invention of the automobile and its widespread ownership among the people. A remarkable change has taken place in the past ten years in the number of automobiles owned by the people of this country, so that it is quite possible now for a city recreation system to be extended as much as fifty miles into the country—in some places as much as one hundred miles—and still be efficiently used by large groups of city-dwelling people.

If we divide the municipal population of the United States into the various group populations made by the U. S. Census, as, for example, the first group under 2500, and then 2500 to 5000 and so on up to the larger cities—there are ten groups in all—and analyze the reports which we

have had of the acreage of parks that have been provided, we find all of the cities are still far from being adequately provided with park spaces. For example, in the group of cities from 100,000 to 250,000 there are only six that have a park acreage which gives them a ratio of one acre to every one hundred persons, and that basis does not mean very much because the area may be in one great park and it may not involve an efficient type of park planning.

Now the job, it seems to me, is for all of us, and along with us the people of America, to keep on planning from the beginning made during the past 25 years, and endeavor to secure the amount of space in each municipality of America that will provide areas sufficient to permit all of its people to get out and live in contact with nature, to enjoy the direct rays of the sun and to breathe a little part of their time at least pure air, to engage in activities that will benefit the great fundamental muscle groups of the body, and also to engage in activities that will give opportunity to express the qualities and powers which their ordinary living and workday life in the cities does not give them an opportunity to express.

Our job will not be done in America until we have so re-planned and builded our cities that we have an environment which will permit our citizens to live properly every day of their lives. We have only just touched the surface and I hope we will not lose sight of the great work that remains to be done in getting these basic environmental things.

Readers of *THE PLAYGROUND* will be interested to know that the report of the *Park Study* to which Mr. Weir refers in his address is now ready for distribution. The report has been published in two volumes at a price of \$15.00 for the set. The information the report contains on the technical problems involved in park planning, administration and financing and the many illustrations, including plans and layouts of park and recreation areas, make it the most comprehensive volume on park planning and development which has ever appeared. There are a number of chapters on design and construction of recreation areas and facilities which will be of great value to all interested in recreation.

The Development of State Parks in America*

BY

WILBUR A. NELSON,

Member Executive Committee, National Conference in State Parks

State parks and State forests, to which some degree of recreational as well as economic use may be given, are now regarded as an essential public necessity in about seven-eighths of the States of the Union. The recognition of this need has been of slow growth, however, since such areas are a development of the last fifty years, and, on an intensive scale, of the last ten.

Parks may be traced to the earliest developments of social instincts among mankind. Our ancestors found ample room and opportunities, when our country was a wilderness open to all, for their favorite recreation of hunting and fishing. With the development of villages, towns and cities, and the growth of an organized government, the need for community preserves was felt.

We do not find much concern for parks, outside of a few small areas in cities, in the first two hundred years of our history, from the colonial settlements. An interesting example of foresight, however, occurred in the Massachusetts Bay Colony in New England, where the Fathers, as early as 1637, decreed that "great ponds," bodies of water over ten acres in extent, should be forever open to the people for "fishing and fowling." This right is still maintained. When a few land owners whose estates surrounded such ponds ignored this regulation, the Attorney General of Massachusetts brought action, regaining the use of these ponds. He further extended the public privilege by ruling that modern forms of recreation should be permitted, such as bathing, boating, skating and ice-boating.

Shortly after the Civil War we find beginnings of thought for the conservation of outstanding scenic treasures, which resulted in the decades between 1870 and 1890 in the establishment of our first State parks.

The first State park is now a national park. In 1865, Congress gave the State of California the

famous Yosemite Valley and the Mariposa Grove for recreation purposes. Claims of settlers delayed actual control and development by the State until 1875. For thirty years Yosemite Valley remained a State park, administered by Commissioners appointed by the Governor. Objections to the State administration, and demands for a larger area, led by the famous naturalist, John Muir, brought about the establishment by Act of Congress in 1890 of the Yosemite National Park,



RAINBOW FALLS

One of the best known and most beautiful spots in all the Smokies. Rainbow Falls is half way down the north side of Mt. LeConte. Practically all visitors to the Great Smoky Mountains in the national park area visit this charming spot

*Address given at Recreation Congress, Memphis, Tennessee, October 4, 1927.



GROUP OF HIKERS UNDER ALUM CAVE BLUFF, HALF WAY DOWN THE SOUTH SIDE OF MT. LECONTE

The only way of reaching this beautiful spot is over a strenuous hiking trail. This is one of the outstanding points of interest in the Great Smoky Mountains near Knoxville, where a national park is now being established

adjacent to the State Park. In 1905 the State Legislation passed an act of retrocession and the valley and grove were added to the park, completing the present Yosemite National Park.

In 1867 the effort began to preserve the beautiful Niagara Falls from defacement by unsightly private resort and manufacturing enterprises, culminating in 1883 in the dedication as New York's first State park of the Niagara State Reservation.

The modern state park movement had another beginning in the same year when Mackinac Island was transferred to the State of Michigan by the Federal Government. A few years later Minnesota began the acquisition of a nucleus of its present extensive state park system. In 1883, also, the first forest preserve was created by the New York Legislature, prohibiting the sale of state lands in the Adirondacks, then covering about 800,000 acres, now nearly 2,000,000 acres in extent. This region is essentially a park since economic use of the forest preserve is prohibited. This is true also of the Catskill Park in New York, created in 1889.

Many people think of state parks as a burden on the treasury of the State, but they are not. They are of economic value; in fact, they may be made self-supporting by good business management and by reasonable and moderate charges for various services. In Indiana the Department of Conservation requires an admission charge to its state parks of 10c, the Director of the Department believing that the people who enjoy and use

the parks will be willing to help support them. There are six parks in the State which in 1926 had 730,000 visitors. It can readily be seen that this small charge brings in an income which is of great aid in developing the parks. All of Indiana's parks but one have hotels which are leased to carefully chosen concessionaires on a rental basis of from 10 to 15% of the capital outlay. There are excellent camp sites for which a charge of 25c per day per car is made. This income all goes into a revolving fund and is used for development purposes.

In Connecticut the state park and forest commission in the selection of its sites acquired several miles of shore, which have become popular resorts. Through the use of direct appropriations and later by money derived from the income, the Commission established various services for which moderate charges were made such as bathhouses, restaurant, soft drinks, lunches, portable shelters, parking space under guard, etc. A total revenue exceeding \$7,500 a year is now derived which pays the cost of maintenance and leaves a considerable sum which may be applied to the improvement of parks from which incomes are not derived.

The Palisades Interstate Park in New Jersey and New York is another self-supporting park. In the beginning this park received large and sustained private gifts which aided in the establishment of services which now bring in its income. With its annual visitors exceeding 10,000,000, the gross revenue is immense. The Commissioners of the Palisades Park now operate three steam-boats running from New York City to Bear Mountain, restaurants and cafeterias, bath-houses, police parking spaces, dance floor, swimming pool, facilities and equipment for winter sports, and provide more than 100 group camps, the construction of which is financed by the Commission and paid for in annual installments by the occupants. The park has a gross income of \$500,000 a year, and practically all of this income is used for maintenance, extension and improvement. Of course, here the park has had the advantage of large private gifts and some State money to build up income-producing developments.

These policies may be followed in any State where the legislators will give authority to develop revenue-producing services and will allow the park administrators to retain the income for improvements and maintenance.

State parks came into being first in the northeastern States, then in the Great Lake States, then

on the Pacific Slope, and recently in the south and southwest. The past six years have seen the greatest progress, and we believe one of the greatest factors in this steady progress has been the work of the National Conference on State Parks in encouraging and stimulating an active and widespread interest in the creation and development of these educational and health-giving playgrounds.

Twenty years ago States possessing their own parks numbered less than a dozen. Ten years ago they numbered less than twenty. There are now more than five hundred state parks and forests throughout the United States with a total area of over four million acres. They are now within easy access of three-quarters of the population, and it is possible in summer transcontinental motor trips on several of the famous highway trails to find a state park for a night's rest and recreation from New England to the Rockies. Soon such preserves will be found at convenient intervals from ocean to ocean, and before many years from the Great Lakes to the Gulf of Mexico.

State park authorities are rather generally agreed that parks coming under this general classification should embrace the state's most magnificent, "unimproved" scenery and should wherever practicable include mountains, plains, valleys, forests, lakes, and streams. The methods of acquiring areas of this character differ in the various States. Each state, of course, presents its own peculiar problem and no rigid rule can be advocated. General appropriations for acquisition are excellent when available but in several States it has been found that the legislators will not appropriate funds for the purchase of land for park purposes. Bond issues are a sure method and guarantee development on a settled plan such as in New York, which, in 1925, authorized a \$15,000,000 bond issue for the state parks. The people of Pennsylvania will next year vote on a \$25,000,000 state forest bond issue. In Missouri 25% of the revenue from game licenses is devoted to the purchase of state park land and in Kansas streams are being dammed to make lakes for fishing waters and general park purposes. Many states have been fortunate in that large gifts of land and money have been made. In New York \$8,000,000 was given toward the acquisition of land for the Palisades Interstate Park. Large contributions have been made to aid the Indiana Department of Conservation in establishing the Michigan Dunes State Park, which will be of immense recreational value to northern Indiana

and Chicago. Texas has received 24 state parks by gift. Many such preserves in Iowa, Connecticut and Michigan have been derived from such benefactions. More than a million dollars has been contributed to save the giant redwoods of California.

During the past year alone there have been many far-reaching developments. Southern Wisconsin is campaigning for state parks in a dozen counties now without such provision. Kentucky has acquired several new parks under provision of recent legislation and private gifts. The Texas Legislature has accepted twenty-four areas donated to the state during the administration of Governor Neff, and it is hoped that the special session will pass an appropriation bill.

Alabama's Legislature, in special session, considered bills for a central state park commission; for the purchase from the United States War Department of Fort Morgan on Mobile Bay for a state park; and for the acquisition of 1,625 acres of Federal land in Little River Gulf.

New Jersey is to make a comprehensive study of park sites, authorized by the last Legislature. In Ohio a committee on state parks has been organized which will push the park program and work for the unification of the park system now administered by several bodies. The Pennsylvania Legislature has passed a bill for the creation of the Cook Forest State Park of over 7,000 acres with an appropriation of \$550,000 for the acquisition of the land. It is necessary for the supporters of the project to raise \$200,000 to make up the amount necessary to purchase the land.

Missouri has almost doubled the acreage of her chain of parks by the recent purchases of 16,000 acres at a cost of \$152,000. Kansas has a most interesting program. She will establish state parks, building lakes through the damming of rivers and streams. Surrounding land will be forested and developed as playgrounds. Four park areas have been acquired.

The method of administration of state parks differs materially in many of the states. In a number of the states parks are administered under a division of a department of conservation. A central body having charge of the numerous divisions of state work seems the most practical and efficient method in states where state park development is new. This gives an opportunity for splendid cooperation between the various departments and seems to make for a more uniform administration. In New York, as you probably know, the



ONE OF THE CHIMNEY TOPS AS SEEN FROM ONE OF THE OTHER TOWERING PEAKS OF THE CHIMNEYS
This bit of ruggedness is located between Mt. LeConte and Clingman's Dome. The new state highway giving direct connection with Knoxville is being built along the base of the Chimney Tops

parks were at one time under separate commissions. These commissions are still functioning but each is represented on a central body called the State Council of Parks, which, in turn, is a division of the Conservation Department of the State. In Louisiana, Mississippi and several other states the state forester will have charge of the administration of state parks which may be created in the future. In Missouri the parks are under the charge of the Fish and Game Commissioner and the same method will be followed in Kansas. In Oregon the State Highway Department has acquired a number of areas and administers them for the benefit of travelers. It will be noticed that in the states where there is a large population, a great demand for outdoor spaces, and a large tourist travel, the evolution of a central conservation commission including parks and forests, has resulted.

But the most spectacular accomplishments in the state park field are in California and Indiana.

In Indiana a park of great service and outstanding beauty has been acquired through the purchase of the sand dunes on Lake Michigan. The park comprises 2,000 acres and will be developed in every way possible, through the building of a hotel, bathhouse, the installation of camping facilities, and so on, for the use primarily of the 5,000,000 people in Chicago, Northern Illinois, and Indiana.

In California the last Legislature passed bills guaranteeing a splendid state park system. A bond issue of \$6,000,000 was authorized for the purchase of land for parks, half of the purchase price of which will have to be met by donations. This bond issue will be placed before the voters of the state for approval at the November election. A state park survey was authorized, with funds for work, and a state park commission was authorized. This commission will work under

the new Department of Natural Resources.

Each state has land which should be conserved for scenic or recreational reasons. The acquiring of such areas is a duty clearly devolving upon the states for the benefit of their citizens. It is well to do this for two reasons,—for the time when population will be still greater in cities and it will be more difficult to acquire land for park purposes, and as a sound business policy. It is well recognized that the tourists business is one of the surest cash revenues a state can develop. Each state has something to attract the tourist, and it must be advertised. It is a proper function of the state to acquire such attractions, to make them accessible through its highway system, to provide for their development and maintenance in a comprehensive State Park System, and to tell the world about them.

The End in View.—“We look for higher standards of living; we look for an advance in civilization, purity in administration, the lightening of the burdens of industry, the application of science in manifold directions by which we may make the life of all people more comfortable and more agreeable. But what is the end? What are to be the resources of leisure as we have it in abundance? What are we to cultivate when we have achieved all these successes toward which we so laboriously strive? The answer is found in the thought and expression of the greatest of all poets and dramatists. And as we sit at his feet, we learn the lesson of how to meet the inevitable demands of the future of the race which will triumph over all material obstacles but must still be raised to spiritual heights, with respect to which no mere material improvement can assure their attainment.”

From address made by Hon. Charles Evans Hughes at a dinner given by Clarence H. Mackay in behalf of the American fund for the rebuilding and endowment of the Shakespeare Memorial Theatre at Stratford-on-Avon.

County Parks Increase Property Values

The September issue of THE PLAYGROUND contained an article by Charles J. Storey, of the Russell Sage Foundation, the results of a study of values of property surrounding seven playgrounds in Manhattan and two in Brooklyn. This study disclosed some interesting facts about the effect of playgrounds increasing property values particularly in residential districts.

The Union County, New Jersey, Park Commission has recently issued a statement showing how county parks increase property values. The statement is based upon careful and accurate studies in three of the counties in the Metropolitan District of Northern New Jersey and Greater New York—Essex and Union counties in New Jersey and Westchester County in New York.

Essex County made the first investigation of this kind in 1916. Comparisons of the values of property adjoining four parks of this system in 1905 and 1916 showed increases from \$4,143,850 to \$29,266,000—an increase of 606 per cent. Property in the same taxing district, including areas whose population benefited to some extent by the parks, increased 204 per cent. in the same period. The increase in the assessment of the immediate district was enough to pay for the cost of parks, \$4,241,540, four times, and the increased revenue to the county equalled interest and sinking fund charges on the bonds for acquisition and development and almost the entire cost of maintenance.

Equally favorable results have been noted in a more recent study made for the Westchester County Park Commission in New York, upon which \$40,000,000 has been authorized for land and development. This park system is the largest public improvement program ever undertaken by the county. When it began work in 1923, the Commission predicted that investment of public funds in parks would yield practically self-supporting returns to the county. The following table of assessed valuations shows the effect of the park program in the last three years of the period taken, from 1921 to 1926. The effect of the park development was first felt in 1924.

Year	Total assessed valuation	Increase
1921	\$676,103,963	\$20,875,005
1922	733,007,069	56,903,106

1923	788,029,096	55,022,027
1924	891,331,983	103,302,887
1925	987,068,857	95,736,874
1926	1,143,871,106	156,802,249

The Westchester County Park Commission attributes a large proportion of this increase to the park program, since there has been a decided enhancement of land values along all the parkway routes and in some sections of the county entirely new values have been established and a market created for acreage lands which had lain dormant since they fell into disuse for farming years ago. The parkways give safe and quick transportation routes, and the character of the parkway improvement sets a high standard of development for the zone of its environs. The Commission also notes a growth in income from various services and concessions which is now almost half of the operation and maintenance budget.

The same effect has already been shown in the Union County Park System, as is demonstrated by the results of a study only recently made by Mills & Co., public accountants and auditors, of New York City. This study covers the property adjacent in Warinanco Park in the City of Elizabeth and the Borough of Roselle, for the years 1922 and 1927, also for comparative purposes, the assessed values of the City of Elizabeth, the Tenth Ward of that city and of the balance of the taxing district of Roselle for the same years.

In 1922 the total assessed value in the

City of Elizabeth was.....	\$ 83,900,360
In 1927 the total assessed value was	
(an increase of 49.1%).....	125,130,260
In 1922 the assessed value of the	
Tenth Ward was.....	16,104,615
In 1927 the assessed value of the	
ward was (an increase of 80.4%)	29,051,375
The section adjacent to the park on	
the Elizabeth side was assessed in	
1922 at	703,155
In 1927 at (an increase of 436.1%)	3,769,825
In 1922 the total assessed value in the	
Borough of Roselle was.....	7,105,600
In 1927 (an increase of 62.8%)....	11,570,950
The section adjacent to the park in	
Roselle was assessed in 1922 at...	1,071,245
In 1927 (an increase of 147%)....	2,646,100
The accountants who made the study note that	

the increase in assessed values in the Tenth Ward of Elizabeth outside the district adjoining the park for the five year period is 64.1%. If the development of the district adjoining the park had been no greater than that for the rest of the ward, the increase in assessable values at that rate would be \$450,722 for a total of \$1,153,877 instead of the actual total of \$3,769,825. The difference of \$2,615,948 in assessed values is attributed directly to park influence. In Roselle, the rate of increase for the portion of the Borough outside of the park district was 34.5%. If this were the rate for the whole borough, the increase in assessable rates would be \$369,580 for a total of \$1,440,825, instead of the actual total of \$2,646,100, a difference of \$1,205,275, again attributable to park influence.

Celebrating Its Tenth Anniversary

All of Pasadena celebrated on November 17th the tenth anniversary of its Community Playhouse, which the city believes to be an essential and valuable part of community life.

The Pasadena Community Playhouse is a civic enterprise operated under a Governing Board with the following committees: Executive Committee; Green Room and Cast Supper Committee; Music Committee and Playhouse News Committee. Cooperating with the Governing Board is a Community Playhouse Guild made up of several hundred of Pasadena's leading citizens. On the staff are a business manager, publicity director, box office treasurer, secretary to the manager, assistant box office treasurer, doorman, staff secretary, engineer, head usher and parking attendant. Gilmor Brown, director of the Playhouse was awarded in 1926 the Arthur Noble prize given annually to Pasadena's most useful citizen. In the last decade Mr. Brown has chosen and directed three hundred plays, of which there were fifty originals, twelve Shakespearean, ten American premieres and a distinguished list of Coast premieres.

During the last two years 572 people have taken part in the plays given at the Playhouse. Receipts have increased in a ten-year period from \$2,000 per annum to \$135,000, \$925,000 being handled during the past ten years.

Football Tests in the Middle West

An interesting experiment in football tests was recently worked out in some of the middle western cities for which J. R. Batchelor, field secretary of the P. R. A. A., is serving as district representative.

Using as a basis the football scoring tables worked out by V. K. Brown, of the Chicago South Park Commission, suggestions for the tests, directions for holding them, publicity items and similar information was sent all the cities in the territory. The meet was scheduled for November 12th, but it could be run off any day before that date.

Four events were provided for boys ranging in age from ten to eighteen years. These events were scored on a point basis, which afforded an opportunity for boys of ten years to have an equal chance with boys of eighteen years of age. The events were punt for distance, drop kick for distance, place kick for distance, the ball being placed in position on ground and not held by a fellow contestant, and the forward pass for distance. The tests were given with an official inter-collegiate ball and the distance measured from a restraining line—a goal line on a regulation football field.

Fourteen cities participated. After the local tests had been held the results were sent by wire to Mr. Batchelor in Chicago and the scores were tabulated and sent out over the Associated Press wire. Interesting comments accompanied the telegrams and letters. Ely, Minnesota, faced a cold situation in holding tests with the temperature six above zero and with a hard wind blowing. At Hibbing, too, the temperature was nearly zero and the tests were given in a snow storm. Cedar Rapids, Iowa, had 100 boys in the meet. In St. Paul an eleven-year-old boy won first individual honors.

Through the courtesy of the Chicago South Park Commission a beautiful football trophy was given to Mitchell, South Dakota, which won highest honors with a total score of 3,168 points.

In the reports now coming in are very fine comments on the tables and the event as a whole. Several cities report they are still having requests for trials. It is hoped later to conduct events in basket ball, baseball, soccer and swimming.

Learning to Know the Animals in the Zoo and the Trees, Shrubs and Flowers in the Park*

By

W. F. JACOBY,

Director of Parks, Dallas, Texas

Dallas through its Park Board has been anxious to have the children taught to love the flowers, trees and shrubs, and also to become interested in animals in the zoo. To this end we have used zoological and natural history exhibits at our state fairs, playground picnics at the zoo, newspaper articles about zoological specimens of interest and new baby animals born at the zoo, signs on cages describing the animals, giving the natural habitat; motion pictures of new animals that come in and baby animals that are born, and contests of various kinds.

The means we use in teaching the children to love and respect all these things are not original with Dallas. We have gathered these ideas from various sources and put them into effect in Dallas. From our neighboring city of Fort Worth, we got the idea of holding the Elephant's Birthday Party.

In popularizing the zoological garden, we recently held three activities. One we called the Elephant's Birthday Party, another the Animal Naming Contest and the third, the Zoological Memory or Animal Identification Contest.

The Elephant's Birthday Party is an annual affair. The children are invited to come to the zoo and they are given birthday cake. At the last party one of the large hotels made a cake eight feet high and six feet through, with an elephant on top.

It was a very attractive thing for the children, so attractive in fact that twenty-five policemen were helpless in the mob which swept them aside in order to reach the cake. We gave away 11,000 pieces of cake.

The second contest was the animal naming contest. We had some baby animals, three baby

leopards and three baby panthers, so we offered awards to each child whose suggestion was taken in naming an animal. The number and kinds of names suggested were very surprising. During that time we took occasion to tell the children about the panther and about the leopard. We told them, for instance, that the panther is commonly known in America by six different names and there are seven different species of panther. We also took occasion to tell some Indian legends about the panther. Panthers with the Indians in Mexico and South America are very sacred.

The zoological memory and animal identification contest was the most interesting to the children. We removed all identification signs from the cages and substituted numbers. Then the children were told that the numbers on the cages would correspond to those on a card, and they had to tell what the animal's name was and where it came from. They were allowed to get information from any source possible except the park employees. That was done for two reasons. One reason was that the park employees were not available at all times to all the children, and another reason was that they did not know. The contest covered a period of two weeks.

We had three classes, the mammals, the birds and reptiles, and then under each was the division of the mammals or birds, or reptiles to be considered in the contest. When a child put the answer down, for instance, as a chimpanzee or ape or monkey, it was under a general division of primates. Also he learned that the opossum and the kangaroo were marsupials, that is, animals that carry their young in a pouch. He learned also that there are several different kinds of elephants, such as the Indian elephant, the African elephant, the pigmy elephant, and the Sumatra elephant.

*Stenographic copy of address given at the Recreation Congress, Memphis, Tennessee, October 7, 1927.

If we ever have another contest, I should like to teach the children more about the life spans of animals. For instance, there are some species of ducks, geese, parrots and ravens that live over 200 years. There are elephants that live from 150 to 200 years, and pike and carp live 150 years. The horse lives to be about 20 to 25 years old, the common house cat nine or ten years; the queen bee four or five years and the working bee six weeks. I have often heard the idea advanced that if you had rheumatism, you could cure it by letting a bee sting you. I cannot vouch for the cure, but I can guarantee that if you have a bee sting you, you will forget the rheumatism for the time being.

When we looked through the papers in answer to the questions, we found some very original answers. If the children did not know, they did not take much trouble to find out in a good many cases, and therefore the next time we shall try to help them more than we did. For instance, if they did not know where a certain specimen came from, they would say, "from the world," or it came "from the monkey islands." That was

their idea of "getting by" with a question. There were two or three answers that were rather debatable. One said that the stork's habitat was everywhere.

About the most effective means we have of familiarizing the children with zoological specimens is the motion picture. When we receive a new specimen, or have a new animal born at the zoo, we take motion pictures of the specimen and show the pictures at the Palace Theatre and on our own screens. We also take particular pains to buy all the animal pictures we can and show them as often as we can.

While we have not made perhaps the progress that other cities have in familiarizing children with trees, shrubs and flowers, we have made a start and are using the following methods: contests on protection and park beautification, one-act plays, botanical exhibits at the state fair, newspaper articles, identification signs on trees in our parks.

In our pecan groves it is quite a problem to keep the children from taking the green fruit off the trees in the fall. We have tried, for two



PALISADES INTERSTATE PARK, BEAR MOUNTAIN, N. Y.—STONE TRAIL SHELTER



PALISADES INTERSTATE PARK, BEAR MOUNTAIN, N. Y.—LOOKING DOWN UPON THE SHELTER

reasons, to teach them not to take the green fruit. In the first place, the green fruit is not fit to eat, and in the second place, they will spoil next year's crop by taking the green fruit. They know if they will wait until the frost comes, and the hulls are cracked open, that we shall allow them to pick the fruit off the ground. We take the playground children out to the pecan groves and shake the trees and allow the children to pick up the nuts.

The botanical contest was divided into two periods—a study period and an examination. Fifty plants were selected and placed in our greenhouses. They were allowed to stay there about one month with tags on bearing the names of the plants and information on how they were propagated. The children were taken by their playground instructors or mothers and allowed to study the plants. At the end of the month the pots were changed, the tags taken off and numbers substituted. The children were given cards on which to put down the names of the plants opposite the numbers and to tell how the plants were propagated.

In the discussion which followed Mr. Jacoby's

address, Dr. Lee suggested the possibility of having a contest in the drawing of animals. One set of pictures might be judged by a scientist to determine whether the facts portrayed were accurate, and another set, he suggested, might well be judged by an artist on the basis of the artistic ability shown.

Mr. Jacoby stated that about 2,000 children took part in the zoological memory contest. One little girl knew every specimen. In the botanical contest an eight-year-old girl had only one error, the misspelling of a word.

The question was raised as to whether the children visited the zoo in school time. Mr. Jacoby replied that they do not though he wished very much it might be done. In Toledo it is required that the children spend one day at the zoo. In Dallas, the playground directors are asked to hold at least one picnic a year with the children at the zoo. The Park Department maintains the Texas Museum of Natural History; it purposes to collect all the animals and birds indigenous to Dallas and surrounding country and take the exhibit about to the schools.



PALISADES INTERSTATE PARK, BEAR MOUNTAIN, N. Y.

A New Type of Stone Trail Shelters

A number of stone trail shelters placed by the Palisades Interstate Park Commission in Harriman State Park, New York, for the use of hikers, are novel both in material used and its treatment and in principles of design and location. They are an adaptation of the well known Adirondack open trail shelter and of the somewhat similar open front cabins long used in the trails of Vermont and New Hampshire. But instead of being built of logs, these new structures are constructed of rough stones taken from the ample supply of glacial boulders scattered everywhere in the park. The only timber used is in the roof rafters; the roofing is of heavy slate. In selecting the boulders for the walls and moving them to the shelter site, care is taken to preserve the covering of lichens and the dark weathering of ages. Large irregular boulders, some weighing several tons, are used for

the lower courses, and smaller ones higher up.

There are three fireplaces in connection with each shelter. In front is one sufficiently large for two foot sticks to give warmth at night as well as plenty of room for pots and pans. An ingenious feature of the cabin is the design of the chimney pillars that support the roof. Each pillar, four feet square on the base and tapering at the roof, has a flue and at the bottom an iron grate with room for two or three cooking dishes. These are sheltered by the overhang of the roof and do away with the difficulty of making a cooking fire in the rain. Stone benches made of granite slabs found ready to hand are placed around the inner walls, and a bed shelf of light poles is built along the back wall with room for one dozen people to sleep.

The shelters are located on the principle of scenic outlooks, commanding broad views over the mountains and Hudson gorge. Pure water will be provided either by driving wells or by covering springs within a few hundred feet of the shelters with a concrete box with a pipe outlet.

Another consideration in locating the shelters was their placement in such a way that the longer trails across the park might be divided by a hiking party into suitable portions for a week-end or two-day hike. They are built at points where a hiking party can walk into them from the railroads or highways bordering the park in an afternoon, spend the night in them and walk out the next day to some homeward bound station. Plenty of fuel has been cut and stacked near the shelters—enough to last for several seasons.

To complete the improvements listed above would cost approximately \$515,000. Practically all of the 1,500 areas used heavily for camping purposes by the public would then be reasonably supplied with simple conveniences, while camping would be concentrated where the fire risk is low and the presence of campers does not menace the purity of the water supplies of communities.

Every effort is being made by the Forest Service to eliminate unsanitary conditions upon national-forest lands, but upon some areas unsatisfactory conditions still exist.

The national forests are rich in resources of very great value for other than purely material purposes. As our population grows and land use becomes more intensive, there will be an increasingly felt need for wilderness areas where refreshment of body and spirit may be obtained in the surroundings of unspoiled nature, and where the choicest features of our great mountain regions may be enjoyed in all of their native beauty and grandeur. It is not too soon to give thought to future social requirements along these lines and to make definite provisions for them, in due measure, as a part of the planning necessary for the orderly development of forest resources and the realization from them of the maximum public benefits.

Recreation and Game

The total number of people using the national forests for recreation increased 12 per cent in 1926 as compared with 1925. Special-use permittees and their guests increased 8.5 per cent, hotel and resort guests 13.5 per cent, picnickers 15.3 per cent, and transient motorists 14.6 per cent. On the other hand, campers decreased 3.3 per cent.

The year saw 158 camp grounds improved in whole or in part; there are now 757 with some improvements out of more than 1,500 now used heavily by the public. The expenditures for this purpose were \$41,072. The total cost of the improvements to date has been \$199,671, of which \$42,522 has been contributed in cash, material, or labor by private or public cooperators.

The situation as to camp-ground improvements is as shown in Table 14.

Class of improvement—	Total constructed to Dec. 31, 1926	Additional numbers needed
Water supplies	156	541
Toilets	1,746	4,614
Garbage pits	1,321	4,754
Fireplaces	1,073	6,193
Tables and benches	1,814	8,141
Shelters	82	390
Footbridges	63	178
Booths, registration, etc.	124	562
Fences, miles	29	73
Clearings, acres	1,923	1,292
Miscellaneous	2	1,600
 Total	8,333	28,338

It will, therefore, be the aim to keep substantial portions and some of the outstanding scenic features of the national forests available for forms of recreation impossible where automobile roads, commercial enterprises, and other popularizing facilities for use are encouraged. Excluding Alaska, one-third of the gross area of the national forests is in roadless areas of 10 townships (that is, 230,000 acres) or more each; and even when the road-and-trail program now mapped out is completed, more than one-fourth will be in such areas. This will not prevent the orderly use of timber, forage, and water resources as future needs may dictate. It will, however, prevent the unwise destruction of recreational values which are steadily attaining greater social significance and importance. The Forest Service plans to withhold these areas against unnecessary road building and forms of special use of a commercial character.—From the Report of the Forester, U. S. Department of Agriculture, Sept. 1, 1927.

The Engineer's Problem in the Construction of a Modern Ten-Acre Playfield*

By

A. E. BERTHE,

Civil Engineer, Board of Park Commissioners, Minneapolis, Minnesota

The Minneapolis Park Board has just finished the construction of seven modern playgrounds, four of which are ten-acre fields. When building a playground, ten acres are necessary to accommodate comfortably the various play spaces and equipment and still have enough room for planting trees, shrubs, and flowers—thus giving the playground a parklike appearance and not the semblance of a worn-out, empty lot.

The improvement of a ten-acre field costs between \$75,000.00 and \$100,000.00, depending upon the amount of grading and drainage necessary. The entire cost of a playfield is paid for by the neighborhood in which it is located, the assessments ranging from \$70.00 for a fifty-foot lot adjacent to the park, to \$10.00 for the lots which are located about one-half mile from the playground. Although, according to the Elwell law, assessments may be spread over a period of five, ten, fifteen, or twenty years, in most cases the ten-year period is adopted.

A topographical survey, including plan, is first made of the grounds which are to be acquired. The adjacent land is shown on this plan so that the plan can be used for the acquisition of the property. This plan is also used by our superintendent in designing the improvement of the field.

In discussing the construction of the field, I shall take up the various kinds of work in the order that they are carried out.

1. GRADING

The grading of the field is the first operation. The land in its original state is rough and sometimes low. If the original ground has a surface

of loam, this is stripped off—usually by elevating grader—and placed in a stockpile. The subgrading then is usually done with a steam or gas shovel, and teams or light trucks. The finished grade is nearly a level plain, the ground sloping gently from the building to a bank near the street.

The athletic field, which is used as a skating rink in the winter, is a sunken plain from two to three feet below the surrounding levels. A catch basin is placed in the center of this field. The slope of the ground when finished has about a 0.5 per cent. grade, which is ample for drainage. The sunken field is about 350 feet square—to accommodate baseball, football, and skating.

Upon the subgrade a six-inch layer of clay is placed, over which is laid a six-inch layer of loam, thus making a foot of surfacing for the lawn, enough in our climate to keep the grass from drying or burning out. The shrubbery plantings are provided with an additional foot of loam, while each tree is provided with at least one cubic yard of loam. The level areas, excepting the spaces for the tennis courts, wading pool, walks, and building, are seeded and rolled. If there are banks along the streets, they are given about a five to one slope and sodded. The cost of grading is usually about 40 cents per cubic yard, or a total of \$30,000.00 to \$40,000.00.

2. DRAINAGE

Drainage is the next item. The tennis courts, wading pool, building, sunken field, and other low places are usually drained into a nearby sewer. If the sewer is for sanitary purposes only, then the surface water is drained into a nearby lake or to a storm sewer. The pipe is never smaller than ten inches in diameter and is of vitrified clay.

*A paper presented to the members of The American Institute of Park Executives and The American Park Society, at Philadelphia, Pa., September 28, 1927.

We use no small pipe because of the danger of filling with dirt and the impossibility of cleaning. Manholes are constructed along the lines not more than 300 feet apart, in order to permit cleaning. The catch basins and manholes are constructed of cement brick with a heavy cast-iron top. The pipe, including the laying, costs about \$1.25 a lineal foot and the manholes or basins—\$50.00 each. The total cost of drainage is usually about \$1,000.00.

3. WATER SUPPLY

The water supply is brought into the park from a city main in a nearby street, and a $1\frac{1}{2}$ -inch line run into the building where a meter is installed. This line supplies the building, drinking fountains, and sprinkling taps. Three-quarter-inch pipe is used for the sprinkling lines. This pipe is placed only a foot under ground and is drained each fall. The sunken field is flooded in the winter from fire hydrants in the vicinity. The cost of the water installation is about \$1,200.00.

4. SHELTER BUILDING

A building measuring about 50 by 80 feet, of Colonial or Spanish design, is next constructed. These buildings usually have basements used for the heating plant and storage. The main floor has a room about 50 feet by 30 feet, which is used for shelter purposes in summer and as a warming room in winter. Off of each end for this room are the men's and women's lavatories. A check-room and office are provided just off one side of the main room. The buildings are heated by hot water or steam. These buildings cost from \$12,000.00 to \$16,000.00.

5. CEMENT WALKS, STEPS, AND CURB

The cement walks and steps are then laid upon a subgrade of sand. No cement work is ever put on fills that have not finished settling. If the filling is of clay, a sand cushion of at least one inch is provided. The walks are given a pitch outward of $\frac{1}{4}$ inch per foot for drainage. The base is $2\frac{1}{2}$ inches thick, while the surface is one inch thick, making a total of $3\frac{1}{2}$ inches. Expansion joints are placed every forty feet. Batch mixers are used to mix the concrete.

The base is a 1-2-4 mix, the coarse aggregate being crushed, washed gravel ranging in size from $\frac{1}{4}$ inch to $1\frac{1}{2}$ inch.

The surface is a mortar mixture of one part

clean sand, one part granite screenings, and one part cement. This surface is colored; $\frac{1}{4}$ pound of black and two pounds of red mortar color being used with each sack of cement.

The steps are of similar construction. The curb, however, is constructed in one course: $2\frac{1}{2}$ parts of sand to one part of cement. The cost of this cement work is about \$7,000.00.

6. CEMENT WADING POOL

The wading pools are either square or round, measuring about 60 feet in diameter. The floor is constructed in the same way as the walk except that it is $4\frac{1}{2}$ inches thick and is reinforced with a welded square-mesh, cold-drawn, steel-wire fabric made of No. 10 wire on 6-inch centers. The curb surrounding the pool is seven inches by thirty inches and reinforced with four $\frac{1}{2}$ -inch rods. The top of the curb is eighteen inches above the floor, while the floor has a pitch of one foot toward the emptying pipe in the center. This makes the water 18 inches deep at the center when six inches deep at the curb. The same pipe is used for filling and emptying and is operated by a valve in a manhole outside the pool. The floor is sealed either with tar or asphalt. The pool complete costs about \$2,000.00.

7. CONCRETE TENNIS COURTS

All of our new tennis courts are now constructed of concrete. We have at present 65 concrete courts throughout the city. A 10-acre play-field usually contains four such courts. The size of concrete per court is 118 feet by 50 feet, with a pitch of four inches toward the net-line, where a small gutter is constructed which leads the water into a catch basin. Construction joints are placed on some of the playing lines. The slabs are continuous from the net-line to the back-stop and are from 12 to 18 feet wide.

The base is a $1\frac{1}{2}$ -4 mix and is three inches thick. The coarse aggregate is crushed, washed gravel $\frac{1}{4}$ -inch to $1\frac{3}{4}$ -inch. The surface is the same mix as that of the walk and is $1\frac{1}{4}$ -inch thick. The same reinforcing is used in the base as in the wading pool floor. The color is somewhat darker than that of the walk, $\frac{1}{2}$ pound of black being used per sack of cement instead of $\frac{1}{4}$ pound.

The backstops are $2\frac{1}{2}$ -inch pipe set into concrete, 10 feet apart. The wire fabric is 12 feet wide, No. 11 gauge and hot galvanized after weaving.

The playing lines are painted about once every two years.

Four concrete courts cost approximately \$6,000.00.

8. PLAYGROUND EQUIPMENT

The playground equipment is of pipe construction set into concrete. There are several good companies making this equipment and the one quoting us the best price is awarded the order for the equipment, which includes installation.

The women's and children's apparatus consists of:

- 2 sets Swings
- 2 " Teeters
- 2 Sand boxes
- 1 set Flying rings
- 1 16-foot slide

The men's and boys' apparatus consists of:

- 1 Gymnasium frame
- 1 Vaulting horse
- 1 Vaulting buck
- 1 Turning pole
- 1 Parallel bars
- 1 High jump
- 1 set Flying rings
- 1 Horizontal ladder
- 1 Baseball backstop
- 2 Volley ball courts
- 1 Horseshoe court

This equipment installed costs about \$5,000.00.

9. LIGHTING EQUIPMENT

In lighting our playgrounds we have as yet endeavored only to provide sufficient light for discrimination of objects. Where there are walks and foliage, 12-foot upright standards equipped with 150-watt lamps spaced about 150 feet apart are used. The play spaces and apparatus are lighted with 30-foot pendant-type standards having a 500-watt lamp. This illumination is sufficient for ordinary activities such as skating, football practice, gymnastics. No overhead wires are permitted in the parks. The telephone and power lines are in lead sheathed cables placed about two feet underground.

There are about eight lights of each kind at a total cost of approximately \$3,000.00.

10. PLANTINGS

The planting of the park is one of the most important items. Upon this depends to a large

degree the beautification of the field. About 50 deciduous trees, mostly elms, are planted along the streets and in the park. Approximately 4,000 square yards of shrubbery and flowers are also set out, while a few evergreens are scattered about the park. The banks are sodded while the level areas are seeded and rolled.

The cost of this planting is in the neighborhood of \$5,000.00.

11. ENGINEERING AND CONTINGENCIES

A 4 per cent. charge against the above costs is added for overhead. This charge pays for preliminary and final surveys and plans, instrument work during construction, office work required for payment of bills, issuing financial statements, compiling cost data.

This cost is about \$3,000.00.

Of course, these plans and estimates are not always carried out to the letter; often beneficial changes are made during the construction period. The main object is to secure the best construction at the most reasonable price. However, great care is taken not to exceed any estimate, as it is almost impossible, under our Elwell Law, to go back to the people for additional funds with which to carry the work to completion.

The Nature Almanac.—Many recreation workers have secured copies of Profesor Vinal's Nature Almanac for 1927 containing interesting nature facts for every day of the year. Those who failed to purchase the Almanac will be interested to know that a few copies are still available which may be secured for 20c instead of 40c, the regular price of the publication. The fact that the Almanac is no longer current from the point of view of the dates in no way detracts from the value of the facts given or the suggestions for activities offered.

Mothers' Day Program

A very lovely Mothers' Day Program has been prepared by the P. R. A. A. Community Drama Service. It includes suggestions for banquets, lists of poems and music, and a short play by Lucy Barton. The price is twenty-five cents.

“How Can a City Recreation System Increase the Sum Total of Unorganized, Individual and Small Group Play and Recreation?”*

By PROFESSOR JAY B. NASH,

School of Education, New York University

This morning I am going to outline the problems which I am to discuss so that we may better visualize the task we have in the stimulation of the individual and the unorganized groups in the community. (See chart on page 647; note the cross sections which represent the age groups in the community.)

Group I—Ages zero to six. In this pre-school age, including the kindergarten age, there are approximately sixteen million children. About fifteen million are below the age of five and about one million or a little less in kindergarten. That means sixteen million children in this age group are confronted with cramped conditions that “modern civilization” has thrown around them. The situation is tragic. We owe these children protection and guidance—they get little of either one.

We pride ourselves today upon being an un-sentimental people. We claim that we look “hard facts in the face” and decide issues on that basis—that we are “a practical group of Yankee people.” Are we so practical—let me contrast the catastrophe that faces the little children of the cities of this country with that of the boy recently trapped in a cave in Kentucky. He owned the cave and probably went in there to explore it in order that he might make money out of it. He found himself trapped and for twenty-one days headlines carried the drama of that boy. The state department sent help from the mining bureaus—the state militia came. Help from the U. S. Department of Mines came—in all about \$150,000 was spent in trying to rescue that one man. I do not regret the money that was spent on trying to save the life of this boy but

it is a great contrast to the way we calmly face the fact that each year approximately 2,580 little children are killed playing in the streets of America.

You see no headlines in the papers about these little children. Are we going to stand by and allow the physical toll to be as heavy as we are paying today? *That is our first question to be faced practically.*

Group II—Public School Age. This group numbers about twenty-five million children. Most of them are under compulsory education laws in the elementary, junior and senior high schools. See chart page 647.

In this school age we have three problems—the in-school problem, the after-school problem and the vacation and holiday problem.

Group III—Post-School Group. Over and above the foregoing the community problem involving some sixty-six million people.

I cannot see how we are going to face these play and recreation problems without facing these three administration situations: the problem of the pre-school child; the problem of the school age child; the problem of the individual who is beyond the range of the home and the school.

What is the function of a recreation department in stimulating play and recreational activities in connection with the individual group in all three of this administration situation.

Responsibility in the Pre-School Group. I feel sure that the play of the small child up to the age of six, and even up to the age of eight, must be solved in connection with the home.

We may sit in a swivel chair and talk theoretically about the child of five or six walking to a public playground, but the public playground is

*Address given at Recreation Congress, Memphis, Tenn.

not a nursery. It cannot take care of children of that age.

There is not a person in this room, and I doubt whether there are very many in America, who would be willing to have their children of that age go two or three blocks to a public playground. Then what is to be done. There are three or four ways to solve this problem.

Backyard playgrounds will help. We may talk about living in cities and about being city people, but the fact remains that in the neighborhood of seventy-five per cent of the people of America live in one or two-family houses. Most of those people have some kind of backyard. An astounding thing is the fact that most people who do have backyards put them practically to no use for children's play purposes.

For this age play facilities must be near the home. It must be so that the mother can step to the back door and call, "Johnny," and Johnny will be there. This holds in the city even where the child has to go out and play in the street and hear the curses of truck and automobile drivers as he dodges in and around their vehicles.

The mother wants her child of that age within calling distance. The backyard must be utilized. For the price of a spare tire for an automobile the backyard of any home can be equipped so that it will monopolize a large part of the time of the child from the time he is two until he is six or eight years of age.

Some fine promotion work has been done in connection with backyard playgrounds. Tam Deering, now of San Diego, was a pioneer in this field. Los Angeles and Oakland have special backyard playground bureaus. W. S. Batchelor, of Fort Worth, now of Pittsburgh, did some original thinking along this line. Pamphlets and charts may be procured from the P. R. A. A., 315 Fourth Avenue, New York City, and from the Children's Bureau, Washington, D. C., showing what can be done in the backyard.

How can the Recreation Department help? It can bring this problem to the attention of parents. It should get information pamphlets into every home. It should prepare moving picture reels and slides to present the problem to mothers' clubs. There is not an easier topic in all the world to get before any audience anywhere than the problem of play space for the small child.

The Recreation Department should get before the Service Clubs and Chambers of Commerce. There will always be an eager audience because

there is hardly a business man whose heart will not miss a beat when he remembers that his little child may be playing in the street, when some careless driver swings around the corner. You can go before those people and tell them how they can plan a backyard playground.

But in the absence of backyard space what else can be done? A garage can be fixed up as a playroom perhaps—a basement room is not as good as the garage, but it is better than nothing. A spare room that is kept for occasional guests might be utilized—couldn't a folding bed be put in this room in order to make space for play activities.

You say that it is all right, that is fine, where there is a yard, a spare bedroom, an attic or a basement—but how about the crowded cities?

The cities have a difficult problem to solve but they are meeting it. Superintendents of Recreation ought to know what is being done. The new Rockefeller apartments in the Bronx district in New York have provisions for play spaces; the Sunnyside project in Queens provides community small child play space in the center of the block. Any mother can step to her back door and view the entire play space. Such developments are solving the problem for hundreds of little children between the ages of three and four up to eight, nine and even ten.

But this is not going to solve the entire problem. We must exhaust the possibilities of roof gardens, of garden courts, of nearby school yards and parks. It is the duty of the Superintendent of Recreation in a community to call attention to absolutely every asset possible that may help solve the problem of providing safe play space for these small children.

The School Age. In the next group we have a very complicated problem. The school must here be reckoned with for it is expanding in all directions. In the last twenty-five years the park department has developed from a "Keep off the grass department" to an activity department. We are calling our parks "the playgrounds of the people."

Into this complex situation come the playground and recreation departments saying, "We are here to serve this whole group of children below the age of six, also the children of the school age and the post-school age." We have a complicated situation as far as playgrounds and recreational administration is concerned in connection with city government. What can we do?

A cooperative plan must be worked out to utilize all the assets of the city. The Recreation Department must take the leadership in conferences looking to such plans.

The heads of the various administrative bodies such as superintendent of schools, superintendent of parks, superintendent of playgrounds, and heads of private organizations in the field could get together and talk over the plans, which, when agreed upon, could be taken back to the various boards for approval. The Recreation Department could call such a conference.

Again, the mayor or city manager might be the one to call in all the heads of departments and lay out plans.

Again, representative citizens could request such a meeting to work out principles for the best of the city.

Again, the Community Chest organization which helps to finance some of the private recreation branches might suggest such a meeting.

There are many ways in which this could be done, and it would have to be worked out in each individual situation.

Here are some of the things that might result from this conference and could result in a legal and perfectly natural way:

1. The board of education and the playground bureau of the park department might unite on a common plan of year-round operation of play and recreation activities. They might tie the work together by agreeing upon one particular man through whom these problems could clear, the various boards sharing the salary. Where there is legal restriction against the man's drawing two salaries, one board could pay the salary and the other refund part for "service rendered," or could perform some other service, such as paying the salary of an assistant.

2. Again, an official board might put a representative of a private organization on part-time work, with pay, in order to tie up the program.

3. Again, a representative of a private organization might act under the superintendent of schools without pay.

4. Again, the representatives of various boards could agree that each one would take a particular portion out of an agreed general plan and be responsible for that portion.

The principal thing to remember in all this cooperation is that lines of jurisdiction must be recognized. If a man is administering a big plan of this type, when he is on a school ground he is

responsible to the superintendent of schools; if he is on a park ground he is responsible to the superintendent of parks.

It is well to keep in mind that the stumbling-block in all cooperation is usually petty people (and all of us are liable to have a narrow view when we compare our work with the work of others). Some man is jealous of his power, and the smaller he is, the more jealous he is. He feels that some of his power will be taken away from him, and he can unearth a thousand legal reasons why the plan can not be put into effect.

For this reason and many others, all the situations must be taken into careful consideration and laid out on a very broad basis by very dependable men and women.

Before starting any plan remember this principle: There is a vast difference between what an official can do from a strictly legal standpoint when he is opposed to a project and what the same official may do from a liberal legal standpoint when he is thoroughly in accord with a project.

COOPERATIVE PLAN WILL LEAD TO PERMANENT ORGANIZATION

If such a cooperative plan can be worked out, a gradual change from state laws and city charters can be made. When these legal changes are made, the school can assume full responsibility for the activities of the school-age child, and the recreation department can assume full responsibility for the activities of the community group.

COMMUNITY GROUP

What can be done with this group which represents the rest of the community together with the boys and girls who have dropped out of our schools—this most important age of boy and girl life.

Our best psychologists tell us that crime to a large extent is a product of strain that comes from lonesomeness, homesickness and from the strain that comes from the lack of constructive things to do.

So far as the small children are concerned, their play opportunities must be furnished free. So far as the seventy million in the community age is concerned, they are money-making people—they are self-supporting. They are wage earners and they are going to be able in many instances to be organized upon a self-sustaining basis. I

want to pause a moment to touch upon that idea.

The self-sustaining idea of recreation for adults is a very much bigger one than just the problem of getting the finances. Someone has said very truly that "democracy consists not merely in taking everybody into the plan, but upon taking everyone into the planning." Many adult recreation projects have failed because of the violation of this principle. Such projects have failed where they were organized as a health, welfare or uplift movement. Nobody wants to be uplifted, and nobody wants health provided simply so they can turn back more to their employers; second, by men who sat in the swivel chairs mapped out a program and said, "Here is what is good for you. Take it." People don't like to take things that way. Third, because in many instances activities got mixed up with commercialism—money was being made out of games and then came quarrels and other kinds of interference. Fourth, because the employees were not taken into the planning. It did not come from the people. They did not have a part in the making of the plans. That is most important. Just as soon as the people are taken into the planning of a project, it becomes theirs. We are going to have to bring the feeling of ownership, the feeling of planning back into that group before it is ever going to be a success.

We have a great deal of recreation today that is being planned from swivel chairs. That recreation is going to fail and will keep on failing just as long as we neglect to take the people into its planning.

For that reason this recreation should be made partially self-sustaining. We can probably allocate the overhead to administration but when there are picnics, or camps, or dances and other activities of that kind, the people must have a part in the planning and the financing.

A Recreation Department is to a community what a self-starter is to a motor car. The self-starter starts something. What do you do after you have started the engine? Keep your foot on the self-starter? No. Results are disastrous if you do. You let the starter alone until it is needed.

I do not agree with those who believe that we should not organize beyond the point where we can do things personally. I feel that we must stop doing so many things personally; that we must do more organizing; that we must be organizers and not conductors. We must not be

directors in the narrow sense of the word of taking people by the hand and leading, but we must present the opportunities—we must offer the way. We must make the way easy; we must lay the tracks and get the obstacles out of the path and let the group organize and progress, even if there is an error here or there.

In actual practice we have not yet scratched the surface. We have the home group, the shops, the factories, the service clubs, the geographical groups; the community should be cross-sectioned in every direction, so that every member of the community belongs to at least one activity group.

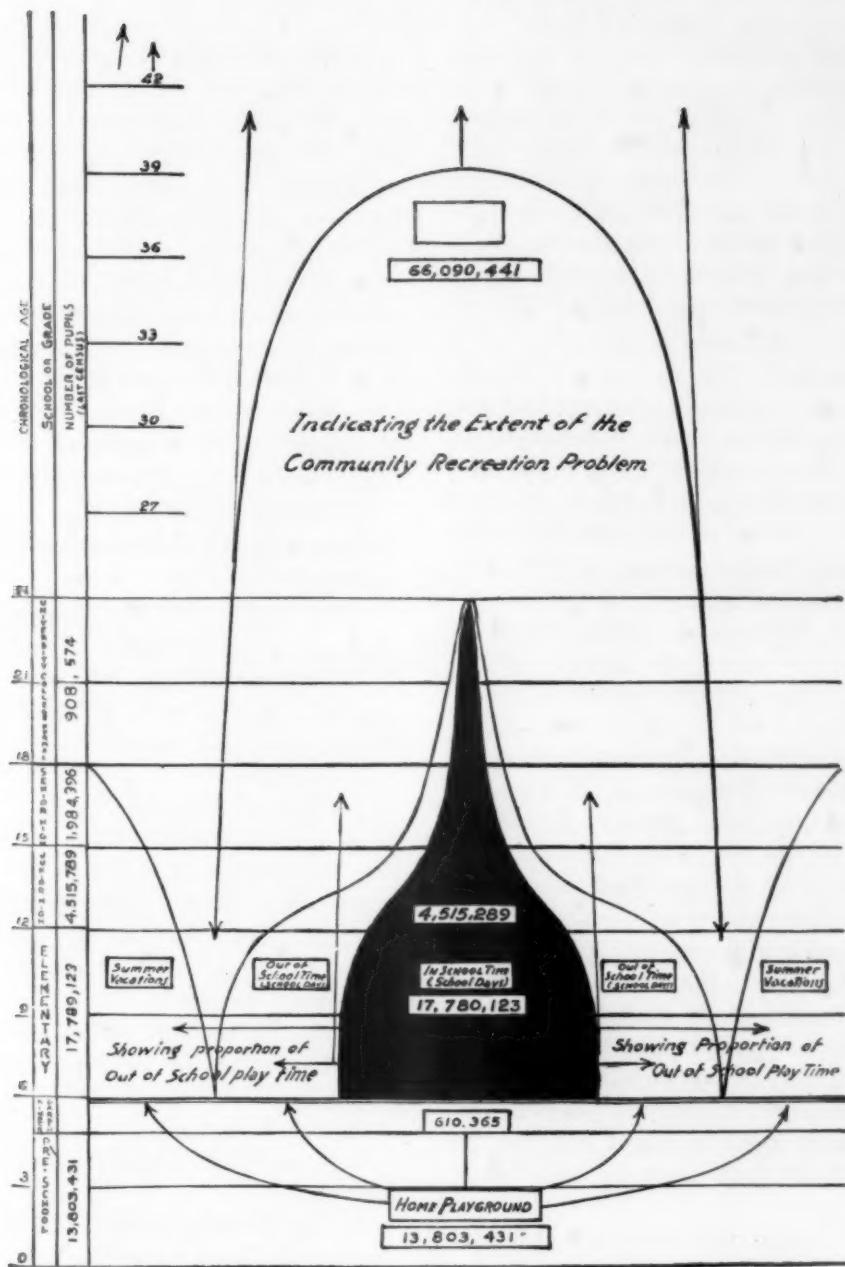
When we have done that, we shall find a form of recreation that will appeal to every individual in that whole seventy million, and until we have done that we have not reached a hundred per cent efficiency in playground and recreation organization.

Why do we want every person of the community to be in one of these activity groups? Why is it our obligation to get them into a group?

All education today comes as a result of activity performed by the individual. We inherit certain traits but they are colored by our environment. Activity is the product and the means of education. There never has been any other way of education and there probably never will be. We want to have every individual in activities. That is the reason why we are going to have to stand with our backs against the wall and fight for participation as against mere looking on.

The man who comes before you and says there is as much value in watching a game as in playing it, does not know his psychology. We do not want gladiatorial contests with a few people performing and a great mass on the bleachers because only the group of people in the field are receiving the benefit of that activity.

The joy of life comes from doing. The joy of life comes from creating. The joy of life comes from helping. The joy of life comes from doing the things we want to do. Someone said that if you want to influence anybody you must begin with the good things which that individual can do well. Whenever you find people in the slums or in the hill district your responsibility to the individual and to the group is to see that those individuals have opportunities to enter into interesting activities in accordance with their "wants." We have also the responsibility of so guiding those "wants" so that they will conform to the best ideals of society.



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FROM ORGANIZATION AND ADMINISTRATION OF PLAYGROUNDS AND RECREATION, BY
J. B. NASH

Enlarging the Service of the Recreation Department*

Willard Hayes, recreation executive in Cedar Rapids, is discussing the Service Bureau, interpreted by him as a feature of the recreation program covering the activities conducted by a recreation department for other organizations in the city, stated that in his community the Bureau was exceedingly helpful in interesting the citizens in the entire recreation program. Between March, 1926, and March, 1927, two hundred and six groups were given definite service. The department has trained leadership for local groups, prepared programs for industries, churches and similar organizations, made picnic kits available, issued monthly party bulletins and song sheets, provided leadership and carried on a great variety of activities. Mr. Hayes warned against making the Bureau merely a convenience bureau. It is most important that high standards be maintained and emphasis put on widespread participation and the improvement of the taste of the group. Careful records should be kept and system analysis and organization applied if the service is to be vital.

In summarizing, Mr. Hayes emphasized the importance of a Service Bureau as an aid in getting community-wide recreation started, in making more contacts for the recreation organization, in providing an outlet for volunteer leaders, in silencing critics, in helping out in emergencies such as securing an increase in the budget.

Miss Corinne Fondé of the Houston Recreation Department presented to the meeting the results of a study made on the subject of Service Bureaus. In making the study, Miss Fondé sent questionnaires to 150 cities. The information presented in her report was based on about fifty-five replies. Some of the facts given by Miss Fondé follow:

Sixteen cities stated that they have definitely organized Service Bureaus; thirteen said that while they had no organized Service Bureau they were performing many of its functions.

In reply to the question as to whether a charge was made, thirteen cities reported no charge; twelve stated that they made a charge or required a deposit for one or more of such services as the

provision of equipment, costumes, movie machine slides, party and picnic kits, lighting equipment, musical equipment, special classes, character make-up and various types of leadership.

The general practice seemed to be not to charge for advice, planning or reference (including bulletins and library) service, but to charge for the use of fragile equipment, for the use of ordinary equipment for more than one day and for the actual assignment of a leader or operator. Seven cities reported a system of record keeping including the following:

Costume and property service record blank. Other services are recorded upon blanks furnished individual supervisors

General blank and receipt form for recording services

Keeping of records by social recreation director who is entirely in charge of outside services

Special record blank for use of dramatic equipment. Other services recorded in the monthly report of special directors

Card Index

Record of all services

A very interesting feature of the study was the resulting list of varied activities conducted by the Service Bureaus. They were as follows:

1. Assistance in planning parties, picnics and hikes for organizations, churches, neighborhood and family groups

2. Assistance with parties and other activities for children of the more privileged groups (fee charged)

3. Party Bulletins

4. Loan of kits containing equipment for parties and picnics

5. One or more of the following types of leadership: a. Game leader for picnics and parties; b. story teller in costume; c. hike leader for study or recreation; d. handcraft instructor and e. folk dancing instructor

6. Assistance with planning special programs for children

7. Information on planning games

8. Conducting of game leaders' institute for volunteers

*Discussion at section meeting at the Recreation Congress, Memphis, Tennessee, October 5, 1927.

9. Programs at hospitals, old people's homes and orphan homes
10. List of names and addresses of commercial performers who may be called upon for Punch and Judy shows and acts of various kinds
11. Teaching games by radio
12. Provision to program committees of civic organizations and local groups of demonstrations and recreational activities such as barber shop quartettes, harmonica quartettes, string sextettes, whistling soloists, tumbling teams, pyramid teams, boxing contests, wrestling exhibits, folk dancing, stilt stunts, rodeo fancy roping, diabolo teams, ocarina soloists, clog dancing and one-act plays
13. Assistance to local organization in planning recreation programs for meetings
14. Furnishing of meeting places for groups and organizations for social gatherings, dances, business meetings, lectures, card parties, musicales, etc.
15. Provision of slides and moving picture reels on playground subjects for clubs and other groups
16. Supplying of list of hikes and auto trips
17. Granting of permits for use of intown camps, fireplaces and picnic grounds
18. Granting of permits for use of gymnasiums and field and club houses and similar facilities
19. Provision of lights at small rental fee for lawn parties and socials
20. Assistance to shops, stores, industries, churches and other organizations in organizing play activities
21. Presentation of children's plays and puppet troupes to local groups—fee charged to cover use of equipment and for services of directing
22. Advice in selection and organization of playground festivals, plays and pageants
23. Reference to books on production, costumes, scenery, make-up and plays and pageants from drama library
24. Making up characters for plays
25. Provision of costumes and stage draperies
26. Furnishing of lighting equipment for dramatic productions
27. Permits for use in outdoor theatre
28. Classes in marionettes (distinct from playground puppets)
29. Story library
30. Loan of moving picture machine slides and reels
31. Provision of song leadership
32. Advice in selection and organization of operas and musical plays and skits
33. Provision of books on production of operettas and musical plays and programs
34. Supplying of song books or sheets for banquets and parties
35. Hurdy-gurdy, victrola, portable organ, supplied for clubs, parties, dances, parades and celebrations
36. Musical entertainment numbers such as singers, instrumentalists and orchestras
37. Advice as to layout and equipment for backyard playgrounds
38. Assistance to real estate developers in planning layouts for playgrounds in new additions and assistance to nearby towns in planning playgrounds
39. Showing playgrounds of city to those interested
40. Instructions for layout of tennis, volleyball and basketball courts, playground and baseball diamonds
41. Issuing of permits for use of diamonds and courts
42. Suggestions for the organizing and conducting of athletic events, sports and tournaments
43. Organizing of teams, leagues, tournaments and all athletic sports
44. Assistance in planning for gymnasiums, equipment and activities
45. Loaning of athletic equipment for one day
46. Securing of basketball courts and ball fields for the teams not connected with department leagues
47. Furnishing officials for public schools and other groups
48. Supplying of facilities used without permits such as tennis courts, horseshoes, alleys, tennis nets, roque courts, putting greens, bowling, fly casting and archery targets
49. Instruction in laying out of private beaches
50. Leadership in city and county water safety campaigns for bathing, canoeing and sailing
51. Assisting Girl Scouts with athletic badge tests
52. Instruction in swimming and tennis and other sports
53. Instruction in swimming pool construction and operation
54. Loaning of boats
55. Conducting of boat rides and excursions to points of interest
56. Organization and conducting of campaigns for city beautiful, city clean-up week, private yard and garden planting and public park planting

- 57. Information on organization and operation of camps
- 58. Maintenance of small surrounding library on playground and recreation
- 59. Issuing of bulletins and reports relating to recreation
- 60. Provision of information for themes and reports concerning recreational subjects
- 61. Maintenance of Speakers' Bureau to supply speakers on recreation for clubs and similar groups
- 62. Directory of recreation facilities and organization
- 63. Supplying of bulletin on request, giving list of books to be secured from Recreation Department's library
- 64. Information Bureau
- 65. Conducting of classes in folk dancing and handcraft for Girl Scouts
- 66. Transporting of children to summer camps by motor cars
- 67. Operation of city golf course
- 68. Use of parks for picnics
- 69. Use of large recreation room for games, parties and club
- 70. Attractive combinations of services for parties and special occasions offered at less fee than is charged on a single service basis
- 71. Opportunities to join in city-wide groups and to participate in such activities as matrons' gym classes, hiking clubs, basketball, volleyball, baseball leagues of all kinds, Knot Hole Gang, free swimming periods, tennis tournaments, swimming meets, track meets, kite tournaments and activities of various kinds. (Five cities reported they believed attention should always be called to the opportunity to participate in these features of the regular program of departments, but that

they should not be confused with the functions of the Service Bureau as such.)

"Service Bureau activities are the means of creating a machine which enlarges the power of the recreation group," said Harold O. Berg, in the discussion which followed. "Don't try to do all the work yourself but use the groups which use your organization."

The questions of funds for the conducting of the Service Bureau brought out a number of suggestions. In Houston each department of the Recreation Commission sets aside a certain proportion of its budget, and groups in the community earn and donate special funds. Alfred O. Anderson of the Board of Education, Cleveland, suggested that difficulty might be encountered in deciding the amount of budget which should be set aside, especially where funds are limited. In his opinion a better use of the money available could be made, since organized groups he felt do not need service as much as people unable to identify themselves with groups.

Recent Grecian Discoveries of Interest to Physical Educators

There have been discoveries made recently in Athens, Greece, which should prove to be of great interest to all students of physical training. It was while workmen were excavating for a new building in the city that they came across two marble blocks on which were sculptured athletic exercises of the ancient Greeks. These are archaic



DID THE ANCIENT GREEKS PLAY VOLLEY BALL?



FIELD HOCKEY AMONG THE GREEKS?

bas-relief from the wall of Themistocles and date back to about 500 B. C. The adage "there is nothing new under the sun" seems to be true as one gazes on two sides of these finely sculptured blocks depicting the games of the old Greeks.

There are two games of particular interest to directors of physical education. One is unmistakably a game of field hockey. The other very likely is a game somewhat similar to volley ball. As one studies this latter bas-relief, he notes that there are two teams. The player on the extreme left on one team has a ball in the palm of his right hand. By noting the position of the two players on the right of the other team, it is quite evident that the ball is to be thrown into the air. The position of the hands of these two players demonstrates that the ball is not to be caught, but is to be batted back over some obstacle, possibly a cord stretched across the center of the court.

The compositions are particularly fine, and the sculpture so well done that it demonstrates beyond doubt that the work was done by one of the master sculptors of that period. The two blocks are in the national museum of Athens.

LOUIS C. SCHROEDER.

Geneva, Switzerland.

COMMENT BY JOSEPH LEE:

The photographs showing the field hockey and volley ball of the Greeks are extremely interesting. I think they ought to receive wide publication in some way as they would teach thousands of boys more of the actual existence and reality of the Greeks than many books.

Joseph Lee urges that play leaders help every child to succeed in some form of play. Provide things to do when it rains and for bad days in winter.

Canberra, Australia, the Perfect City

When a nation has a great idea and has set about to work it out all the world stands by and either applauds or criticizes. One of the chief reasons why I wanted to go to Australia was to see Canberra, the new capital of the newest country in the world, to find how they were doing it, where it was, and how much space was to be set aside in this new project for the use of the people. I was intrigued with the idea. Here was a nation, all white, starting out to build a capital worthy of its Anglo Saxon heritage. They could profit by the mistakes of all the world. They could build the perfect modern city, starting from the very ground up, could even choose the ground.

This ideal city was to me the eighth wonder of the world. They have taken nine hundred square miles (576,000 acres) of beautiful country with hills around it and a river running through it, and built thereon a perfect city. I did not think I would ever live to see it but I have, and it is all true. An American won the competition for the ground plan and the days I spent there with members of the Commission were fruitful ones. There are already tennis courts, croquet, cricket, golf, swimming, cycling, racing, football, chess, rifle and gun clubs, bowls and draughts.—Extract from letter from Arabella Page Rodman.

Solving the Caddy Problem

By

DAN CHASE,

Executive Secretary, Sportsmanship Brotherhood, Inc.

There were about 500,000 boys who served as caddies during the past year on the different golf courses of America. The welfare of these boys constitutes a responsibility that the millions of men and women who play the game are beginning to realize.

How much responsibility should the club assume for the well being of the caddy? What is the effect of caddying on the boy's physical health? How does he spend his time while awaiting his turn on the links? Just what should be the relationship of the player to the youngster whose character he is consciously or unconsciously influencing? These are some of the questions which are being given consideration by thoughtful men who realize that the boy of today is the man of tomorrow and that these half million future citizens present a challenge and an opportunity to the golfing fraternity.

The Lenox Hills Golf Club at Farmingdale, Long Island, is conducting a unique and significant experiment. A caddy club has been organized, trained leadership provided, and a special club house erected and equipped under the leadership and inspiration of Benjamin F. Yoakum, nationally known business man and philanthropist and one of the founders of the Lenox Hills Club. Membership has been opened to Boy Scouts, most of whom are caddies, in the community who measure up to certain standards and show a willingness to do their part. The boys are allowed to pay \$1 a year membership, so they feel they are having a part in paying for the privileges allowed them in the club house and that it is their club. The club has become a chapter of the Sportsmanship Brotherhood and its members are taught to know and to practice the code of Sportsmanship, which is:

Keep the rules.

Keep faith with your comrade.

Keep your temper.

Keep yourself fit.

Keep a stout heart in defeat.

Keep your pride under in victory.

Keep a sound soul, a clean mind and a healthy body.

—Play the Game—

The boys are not being pampered or spoiled by over-attention. They are given opportunities to serve on committees and to take responsibility in running their own organization, and thus are developing qualities of reliability, trustworthiness, courtesy and efficiency. Thrift is encouraged and a savings system is being considered. Physical exercise and games indoors and out are provided. Everything is done to safeguard the health and physical development of the boys. It is too soon to say much of the permanent results of the endeavor but already there are indications that the boys themselves appreciate this sort of effort.

Moral development is equally looked after. Books are provided, and addresses and talks by speakers who know how to reach and impress boys are arranged for. More important, even, the cooperation of the members of the club has been secured in setting the right example of Sportsmanship and playing the game on the links. In order to help the members to think of their responsibility along this line and to remind them that in all their periods of stress and strain during the competition there is a future citizen present, the club is adding the following line to its score card:

“You have rated your caddy—how has he rated you?”

Grantland Rice wrote a special article on caddies for the Garden City Rotary Club which was made into a poster with a cartoon by Briggs and distributed to all the golf clubs of the section. It is worthy of the widest sort of circulation. Some of the significant paragraphs are quoted:

The caddie is the greatest of all imitators. Each thing that you do in a round is setting an example for your caddie to follow.

The golfer who loses his temper also loses the respect of his caddie, and boys are sometimes the wisest of all judges. Their opinions on humanity mean something, for they know the inside story.

The good opinion of a caddie is a pretty good sign that a golfer is playing the game in the right spirit of sportsmanship.

Golfers who play the game in the right spirit toward the caddie rarely have any complaint to make of a poor one.

The golfer who curses his caddie is almost sure to be unpopular with everyone else in the club.

The caddie is generally as good as his treatment. If he is not a good one a square deal will make him one.

Character Education Through Scouting*

By

DR. N. E. RICHARDSON,

Northwestern University

There are four primary principles of character education that parents and scoutmasters should have in mind. During the years 12, 13, and 14 boys have certain marked capabilities of character development. If normal progress toward strength and symmetry of character is to be made during these crucial years, consideration should be given to four principles of development.

First, help the boy to focus his attention upon a goal of personal attainment. Dr. Alfred Adler would call it a "Goal of Superiority." It is really a mental picture of that toward which he may aspire. Every boy should have a character goal—should think frequently of the kind of a person he is going to be. His study and play lose point if he is simply drifting toward some intangible, indefinite somewhat. The other boys know him as a certain kind of "guy," but does he know the "guy" that he is now becoming? Does he catch a hint, now and then, from his parents or his scoutmaster, suggesting what they expect of him? Every boy should have a standard with reference to which he can judge whether or not a particular act is creditable.

Second, make sure that this goal of attainment is concrete. The abstract quality of goodness makes little or no appeal to boys of this age. It has no substantial content. It awakens no feeling of reality. It makes no particular contribution to skill or endurance or alertness. A boy feels silly when he tries merely to be good. To be a good Scout is to obey the Scout Oath and Law. That means something. It means, stand

at attention out of respect to the American Flag. It means do a good turn, daily. It means earn two dollars and deposit them in the bank and let them stay there. To do such things as these and to recognize that when doing them he is a Scout of superior quality, leaves a boy with his roots in the ground. To be an air plant doesn't appeal to him. Parents and other teachers should help to make goodness tangible. Help the boy to locate it. Help him to understand it in terms with which he is familiar.

In a recent research project it was found that at this age level being trustworthy means answering such questions as these in the right way:

Shall I leave the football game just at the most exciting point when the game is tied? I have just remembered a promise I made to mother that I would go to the store for her.

Shall I sneak out at lunch time and go back to school without taking the dog out for a walk as I am supposed to do?

When asked to do an errand at a neighbor's about a mile away, shall I pretend to have gone and then say they were not at home? My going on this errand would interfere with a fishing trip I had planned.

When father depends upon me to clean his car and have it ready for him at four o'clock, shall I leave the job and go off with the other fellows to the Forest Preserve for a good time?

What shall I do when mother depends upon me to get my older brother up at seven o'clock and he won't get up? Shall I grab pillows and throw at him?

Shall I show a poor report card to my father?

Shall I accept gum others offer me in school when I know it is breaking the school rules to chew gum?

Shall I skip out from going to Sunday School and hang around the corner drug store, buying candy with the money my parents expected me to give to the Sunday School?

When I am appointed Junior Police in school, shall I allow boys and girls to bribe me to let them slip past and run in the hall or shall I stop them and report them to the authorities?

Third, make it possible for the boy to achieve success in his efforts to realize his ideal. Once in a while, at least, he ought to feel the thrill of victory. Based upon actual experience, he should have confidence in his ability to be a good Scout. Always to be striving after a goal of right living and always to experience failure is fatal. One reason why some boys become delinquent is be-

*Address delivered at Institute for Recreation Workers under auspices of Department of Recreation, Evanston, Ill.

cause they have not known themselves as being successful in their efforts to realize an accredited goal.

It is at this point, particularly, where parents and scoutmasters need a word of caution. Boys are only boys. They are immature. Their goals of attainment must be within reach. The adult goals may be all right for adults, but to judge a boy on the basis of his failure to live up to a standard that is twenty or thirty years beyond his present capabilities is to misjudge him. He can easily develop a sense of moral inferiority under such conditions. Brought up in the atmosphere of failure, he thinks of himself as being a delinquent. Under such conditions, those who train him falsely must share responsibility for his shortcomings.

The fourth principle links the boy's morality up with religion. The problems of making right choices are not easily solved. Temptations to do what is wrong may come suddenly upon a boy. Often there is marked immediacy and intensity in the appeal to disregard, for this once, one's highest goal of superiority. It is precisely at this point where the value of religion is seen. Religion makes right more intensely right and wrong, more intensely wrong. It sharpens the issue. It throws God's approval or disapproval into the situation.

Boys of this age know very well that sometimes they can get by parents or teachers. But they can't get by God. So when God is brought into the situation, they have to reckon with inescapable consequences. Moral development or character education that does not make this vital contact with religion is lacking in effectiveness. It breaks down just at the point where it is most needed.

The primary purpose of Scouting is not simply to keep early adolescent boys occupied with interesting, health-producing activities. Its real objective is character education. But character education is a cooperative enterprise. Parents and scoutmasters need to understand one another. And the boy needs to get the idea that they are not asking the impossible of him. In order to secure the maximum enlistment of the boys, these four rules may well be followed. Help him set for himself a concrete, an attainable, and attractive goal of personal achievement. Then when he has met its requirements, let him feel that he has the approval of the highest, the divine reality.

Safety and the Play- grounds*

By

W. C. BATCHELOR,

*Superintendent, Bureau of Recreation, City of
Pittsburgh, and Director of Recreation,
Board of Education*

With public playgrounds an established institution in more than 800 communities throughout the United States, it is unnecessary for me to draw attention here to these havens of refuge as a means of safety. The playground is now universally accepted as the greatest single factor in the solution of our problem of traffic casualties among children, the annual number of which has assumed alarming proportions.

It is, however, with another phase of this safety and play problem, that I want to deal at this time. People often overlook the fact that when large numbers of children are brought together for the purpose of providing them with active forms of play, a new problem of safety is created on the playground itself. When, as is the case here in Pittsburgh, in common with most other centers of congested population, the play spaces for the great mass of children up to twelve years of age are mostly of very limited size, the problem of avoiding injury on the playground is one which merits all possible attention.

The extent to which the play of children should be supervised or the advisability of permitting them to spend their leisure largely in free, or undirected, play is still a debatable question. But the fact that the presence of a capable supervisor or play leader is the most important single factor in the maintenance of safe conditions for play is at once obvious.

The average person is familiar with the danger encountered in playing a game of football or baseball, the likelihood of a fall in any running game, or in striking the bottom when diving into a swimming pool, but the numerous sources of danger which can be avoided by the trained and alert playground director are hardly realized.

First, there is the condition of the playground itself. In this are included the presence of

*Address broadcast from W.C.A.E. November 8, 1927, 5:20 P. M.

broken glass, tin cans, boards with protruding nails, clinkers, stones. Then the condition of swings and similar equipment; this requires regular, frequent inspection for weak or worn spots and wooden parts beginning to sliver.

Another important factor is the proper location and distribution of play equipment and the various game areas. Slides, swings and other moving apparatus must be placed as far as possible from game areas and not where children are likely to pass close by. The same precaution must be exercised in regard to quoit pitching and shot putting. In corners or around the edges of the ground are the safest locations for these activities. The location of baseball diamonds in relation to play apparatus is, of course, of prime importance. Where possible, areas for smaller children are fenced off entirely from the athletic fields of the older boys and men.

In addition, many safety devices are necessary, e. g.: fences to keep children from running into busy thoroughfares and balls from various games from becoming a source of danger; covered back-stops for baseball, screens to protect spectators, and similar devices.

Important as these considerations are, however, the most vital factor in safe play is the development, in the naturally irresponsible child, of habits of safety in all forms of activity. Here the responsibility of the play supervisor for safety education is practically unlimited.

The enumeration of a few of the sources of danger, the elimination of which requires continuous education, will indicate the possibilities of the play leader's influence. Some of these are: throwing stones or sand, unnecessarily rough play, tripping, riding bicycles and scooters where large groups are playing, running, chasing or playing between or around swings, jumping from a moving swing, holding a baby in the lap while swinging, swinging sideways or too high or twisting in swings, standing up on slides, running up slides, allowing spectators to stand too near in baseball and other games, permitting older children to play games dangerous to younger ones near the sand box or other smaller children's activities, and so on indefinitely.

In addition to this effort to develop habits of safety in all play activities, definite safety campaigns are also conducted on the Pittsburgh playgrounds. During the past summer, a representative of the Better Traffic Committee of the Department of Public Safety made 152 visits to

more than 60 city playgrounds and vacation schools, on a regular schedule, giving safety talks of a popular nature before more than 14,000 boys and girls. In cooperation with this same committee and the Western Pennsylvania Safety Council, the Bureau of Recreation enrolled over 8,000 boys and girls in the Playground Division of the Junior Safety Council. This membership involves a pledge to observe ten rules of safety and the privilege of wearing the member's button.

Each of the eight all-year recreation centers of the Bureau of Recreation also has a subscription to "Safety Education," a magazine containing safety stories, plays, pageants, etc., for children, and other safety suggestions. Nevertheless, in spite of all possible precautions, injuries do occasionally occur on playgrounds, and the safety program must, therefore, include provision for the care of injuries. Each playground is provided with a first aid kit, which directors are required to keep completely equipped at all times. Each director has a list of the names, addresses and telephone numbers of the city physicians in each district, and instructions are also given in the treatment of minor injuries.

An immediate detailed report of all accidents is required on a form provided for this purpose in order that such cases may be properly followed up and causes, where possible, eliminated.

From this brief summary of the situation, it is apparent that safety on the playground must be given first consideration if these play spaces, in spite of large numbers in attendance and restricted area are to be, in reality, the havens of safety for which they are intended. Obviously, this is possible only with careful planning in every detail of layout and development and through a trained and alert staff of play leaders capable of securing the whole-hearted cooperation of all those in attendance, both young and old.

West Virginia Has a Little Country Theatre.—The first little country theatre in the state of West Virginia was opened on December 22nd at the Waddington People's College. The theatre is located in what was formerly the carriage house of Waddington Farm, the estate of the late Col. Earl W. Oglebay, part of which is being used by the first people's college in West Virginia.

"Dust of the Road" was the first play to be presented, with a cast of characters from the students of the college.

An All Southern Play Day

No form of competition, no winning teams, no awards—these were some of the omissions of the first "All Southern Play Day" held at Brenau College, Gainesville, Georgia, on November 19th.

All of the colleges for women within a 300 mile radius were invited by the Athletic Association Council and the Physical Education Club of Brenau College to send delegates. It was a simple invitation to "come play with us," and no hope of awards or "star teams" was held up, but the girls who came from ten colleges in Alabama, Georgia and South Carolina, did not miss these features. The memory of twenty-four hours of joyous activity, with the girls representing twenty-one states bound together in the spirit of play, was all those fifty-five girls and their forty-five hostesses wanted.

The program was divided into four parts. In the morning came soccer, hockey, basket ball, quoits, tennis, games, races and similar sports on the large and small athletic fields of the colleges. Teams were composed of mixed groups, an Agnes Scott girl playing opposite an Alabama Women's College girl.

From the athletic fields the group adjourned to the gymnasium, where they danced American country dances. Then came luncheon and afterward everyone marched in the Play Day parade. By that time many were ready for a swim in the gymnasium pool; others preferred horseback riding, canoeing or hiking, while some of the group wanted more of the kind of sport they had enjoyed in the morning.

After dinner a Kid Party in the gymnasium provided dancing games and getting together stunts. But that was not the end! A feast and entertainment provided by the freshmen in the gymnasium department gave the final touch to the day's delights. A night at camp and early in the morning groups began to leave.

HOW IT WAS DONE

The technique was not difficult, but careful preparations were made. The president of the Athletic Association sent a short typed letter and a longer mimeographed statement to the president of the Athletic Association of the Women's Clubs. The letters invited four or five girls to come to

the Play Day and the usual "R. S. V. P." was in the corner. The mimeographed sheet outlined the plan of playing, without competition, for good fellowship and the joy of playing together. It also gave the program and announced the number of colleges invited.

Next were listed the activities available at Brenau—Hockey, soccer, volley ball, swimming, basketball, canoeing, tennis, quoits, horseback riding, baseball, hiking, low organization games, folk dancing, pyramids, stunts and tumbling, social dancing and group singing.

Suggestions were offered about the bringing of gymnasium and swimming suits, college pennants and the begging and borrowing of a car so that six could come for the cost of one! Five students and a teacher were suggested because they could all come in one car, but each college was asked to send at least one or two representatives if six could not come. About two weeks before Play Day the enterprising physical director of Brenau, Miss Ethel M. Bowers, whose enthusiasm and leadership made Play Day possible, sent a letter to the physical director of every college which had not responded, urging attendance and suggesting that girls be chosen to represent their college because of health, sportsmanship and leadership ability. The R. S. V. P. was repeated as a reminder.

A week before Play Day some publicity appeared in the local papers, which were kept informed as acceptances were received. News accounts were sent to the papers of the towns where the colleges were located.

Three days before Play Day a joint meeting was held of the Athletic Association Council and the Physical Education Club. Business matters, it was found, resolved themselves into three groups—preparation, hostesses and activities. One girl was put in charge of each of the following:

Stunts and novelties for party and camp. Seeing that gymnasium, pool, tennis courts, fields, camps, lake, club rooms, dressing rooms and offices were in order

Getting name cards for guests to wear

Registering guests

Directing them to rooms

Table assignments

Typing room assignments and programs

Program plans

Sleeping arrangements

Food for party and midnight feast.

The girl in charge selected freshmen to assist her and directed the workmen. The actual heavy work of repairing equipment, marking fields, and cleaning was done by men working under the direction of a member of the faculty and the student who had the responsibility in charge.

Hostess arrangements were simple: A group of guests from one college were assigned to a group of students in one dormitory or section of a dormitory. These students, if they were not attending classes, were to meet the guests, make them comfortable in their rooms, take them to the gymnasium, to meals and to camp and see that a kid party costume was provided and a bed at camp. It happened that about three students had a group of five or six guests. When not in class, the student was to be at the field or with her group of guests. Junior and senior physical education students were given entire charge of certain activities during every three hours. During this hour, they were to see that equipment was provided, referees enlisted, teams organized and that all guests were playing something they wished to play.

"In looking back," writes Miss Bowers, "we can point out the things that succeeded and those that failed. We succeeded in having a good attendance, exactly double what we had planned for in our fondest dreams. A third letter, possibly from our dean to the dean of the invited college or from president to president, would have been an added asset. We didn't have enough ice breakers and get-acquainted games to find out much about each other. The little name and address cards that each group wore were good, but a uniform costume for each group would have distinguished them much better.

"We started in strenuously, perhaps too strenuously, with basket ball and soccer. It would have been better to have moderate sports first or get-acquainted games. We then had low organization games, folk dancing and a conference when we outlined the rest of the day's program. Then all who cared to participate were invited to join a college Danish gymnasium class. Our afternoon program was better planned.

"However, we found out what a real Play Day is by having one and we hope our guests found out by participating in one."

For the Negroes of Orlando

Recreation for negroes is steadily progressing in Orlando under the auspices of the Department of Recreation. Recently a fifteen-acre tract of land was given as a negro community center and playground. Through the summer leagues of baseball for junior and senior boys and for girls were operated with much interest and success, more than twelve teams playing daily on the seven fields donated for negro work. More than 1,000 people took part in horseshoes and many were interested in a checker tournament. Old and young came by the hundreds to the street showers, which were operated at six widely separated points in the negro sections.

During the fall a program of volley ball, diamond ball, horseshoes, tennis and football for juniors and seniors was carried on. A tennis club has been organized and community sings have begun which will run through the winter and spring seasons. Handcraft and trades will be taught in the vocational school which is soon to open.

Music clubs will be an important part of the winter program. On November 27th the choral club was organized with 300 voices and a male chorus has been started with twenty members. Christmas toy clubs are being organized for the repairing of old toys and the making of new ones. A municipal bathing beach has been set aside for negroes on one of the most beautiful of the thirty lakes of the city.

Art Activities Flourish in Lynchburg, Virginia.—"We have recently organized a music club," writes Mrs. Robert P. Munday, Superintendent of Recreation, Lynchburg, Virginia, "and now have members playing harmonicas, banjos, ukuleles, guitars, trumpets, violins and mandolins. We hold a meeting once a week and have two directors, one for the string instruments and one for the harmonicas.

"Funds for directors and equipment were included in our new budget for four new white playgrounds and one colored ground. Our budget also includes provision for a director of recreative arts."

A Message From Eva Le Gallienne

The following message to the children of America was sent the Association by Eva Le Gallienne, who is so well known as an actress and as director of the Civic Repertory Theatre in New York City and who recently received the \$5,000 award offered the woman making the most outstanding contribution of the year in the field of art.

A MESSAGE FROM EVA LE GALLIENNE

Dear Children:

I want to send you this personal message, because you are the *future* of America, because you hold in your small hands the power to make America glorious with an ever growing vision and ideal, or of letting her sink back into the rut of mental and spiritual laziness which too often follows on the steps of great prosperity.

It is above everything important that you should not lose your sense of Beauty, your sense of Poetry, your sense of Magic. Do not let these divine attributes of the Art of Living be crushed by the machinery of modern civilization. Do not forget that if Mr. Ford creates millions of motors every year, God still lets millions of flowers spring from the earth; remember that though hundreds of aeroplanes rush across the sky, that sky is still glittering with millions of God's stars.

You will wonder what all this has to do with the theatre. I will try to tell you. The theatre was originally a part of religion. It *belonged* to the people, they did not have to buy it with hard-earned gold. This *instrument* for service has become gradually a vast *machinery* for *getting*, and the public have to pay an exorbitantly high price for the few hours of entertainment offered to them; entertainment which sometimes proves of real worth but which too often offers a useless collection of rubbish.

I am convinced that the people of America are in no degree less intelligent than the people of Europe, that their ideals are as high and their powers of appreciation every bit as great. Yet there is no town of importance in Europe and particularly in Central Europe, Russia and Scandinavia, that does not provide its people as a *matter of course* with a *popular priced repertory theatre*, a theatre that is to the town a *library of*

living plays, representative of all the best in dramatic literature.

A superstition is prevalent in this country which you children can do so much to stamp out; the belief that a play written by a great artist, either modern or classic, must of necessity be dull. Such a belief is absurd. If you had the chance, as have the children of Europe, to see adequately presented at an admission charge equal to that of the average moving picture (that is to say, 50c) the plays of Shakespeare, Goldoni, Ibsen, Tchekov, you would find them every bit as entertaining as "Abie's Irish Rose" or "Getting Gertie's Garter," and, furthermore, you would leave the theatre with food for your brain and your spirit, and be transported for a few hours out of your everyday hum-drum self to a world that still holds the simple true magic of flowers and stars.

Help me and help yourselves to build a theatre in your midst that may have the chance of giving you some of these things. Your demand will create the supply. Have faith in us workers inside the theatre, as we have faith in you, the future workers outside, and let us work together on a basis of mutual service, understanding and confidence.

EVA LE GALLIENNE.

To Keep Life Exhilarating

Recently a man who has served as warden of a state prison and who has spent years in studying our criminal laws and investigating the effects of punishment on our criminals spoke somewhat as follows in a public address:

All boys desire adventure, combat. This desire tends to die out with the passing of the years. Finally men and women are contented with the drab life.

Youth, however, desires desperate action, spirited sports. The pity of it is that the young man, a criminal at thirty, full of adventure, in a comparatively few years, is no longer ready for desperate action; is satisfied with a staid life.

A way must be found for keeping life exhilarating for youth if we want to keep boys from becoming criminals. The severer the punishments are made, the more daring the young men feel when they violate the law. The remedy is in giving other forms of daring.

Nature Guiding

DEPARTMENT CONDUCTED BY WILLIAM G. VINAL

Making Nature Study Play

HENRY CORP.,

Secretary, *Rhode Island Field Naturalists' Club, Inc.*

"The oldest, largest and most active Natural History Society in New England is the Rhode Island Field Naturalists' Club." So says President Ritchie of the New England Federation of Natural History Societies, which embraces twenty-three associations.

What are the reasons for the growth and permanence of this successful club?

Its origin was very simple. Twenty-two years ago, seven people met in the Museum at Roger Williams Park, Providence, to organize. It was an untried experiment and the promoters were quite modest—in fact, rather shy about their organization. At that time it was an unusual step. There was a feeling that it was just a bit "odd" to form a club to go afield observing birds, flowers, minerals. The club members were not taken very seriously; indeed they did not take themselves very seriously. They felt as if they must apologize and explain their actions to the reporters who came for copy. The press hailed it as an innovation.

The first outing of these timid ones was almost a failure—only four out of the seven members appeared. It did not look encouraging, and although from time to time members were added and the attendance on trips was increased, it was not at first a flourishing club. We are a conservative people and any new proposal is shunned merely because it is new, yet it is hard for us now to realize that such timidity ever prevailed.

Our shyness has gone! We make no apologies for exploring the woods every Saturday afternoon. Outdoor clubs have become popular. In these days we even consider one who does not appreciate the babbling brooks and singing birds as hardly a normal human being. Week-end hikes

are customary, not only with Boy Scouts but with adults, who are more than ever taking to the woods. For the benefit of our minds, as well as to improve our bodily health, we spend our spare time recreating in the out-of-doors.

Walking clubs are numerous and are doing excellent work in encouraging outdoor activities, but walking merely for the sake of walking soon loses its interest. Walks need an objective. The Field Naturalists' Club furnishes this. People go to see the hepatica in bloom, to listen to the vesper song of the thrush, to inhale the fragrant breath of the pines and cedars, to enjoy the quiet and calm of the by-ways and revel in the general beauty of the sky and landscape.

Walking clubs, too, often aim at records for speed or distance. This necessitates walking on roads or beaten paths. This is tiring, since it pulls continually upon the same set of muscles. Quite different are the walks of the Field Naturalists. They go afield, through deserted pastures, along woodland trails, traveling on turf or peat, their feet enjoying the soft touch of the cool grass, resting the over-used muscles and bringing into play many that need exercising. For this reason their walks are not tiring. A whole afternoon afield is less fatiguing than a half hour's walk on the hard flat road. Although not organized for that purpose, the club is ideal merely as a walking club.

Another attractive feature is the opportunity for sociability. To meet once a week with those whose interests are similar to one's own is stimulating, and there is something particularly genuine about friendships formed in the open. They are essentially different from those of the artificial evening parties where complexions and manners are not as honest as those of the open, under the searching rays of the afternoon sun. In their tramping togs people are apt to be more sincere and less artificial. Many lasting friendships are formed on these outings and every trip is a social event.

But it is not the good exercise of the walk nor the sociability that is the chief attraction. Neither is it a fierce desire to study, as some outsiders suppose, that has held the club together for so



ONE OF THE EDUCATIONAL HIKES WHICH ARE HELD WEEKLY ON SATURDAYS DURING THE FALL AND SPRING MONTHS

These hikes are never taken for the hiking itself, but with a definite educational object in view, making a study of trees, flowers, birds, insects and geology

many years. The trips are taken more to enjoy the loveliness of the hills, valleys, streams, lakes or seashore; to gaze on the distant view of hazy purple; to sit beside the brooks that sparkle in the sunshine and listen to their lulled murmur; to admire the swamp covered with marsh marigolds, to meditate beside pools and waterfalls. We go for the pure joy of it all. The instruction is incidental. We go to play; nevertheless, while study is a by-product, it is by no means negligible.

We try to select leaders who can give us information; they may or may not be members. We make use of anyone who is well informed on any subject, and it has frequently occurred that some capable leader who expected to spend only one afternoon with us has become a permanent member and enthusiastic supporter of the club. We have among our own members bird lovers, butterfly chasers, bug hunters, astronomers, geologists, mineralogists and other specialists in their own lines. Consequently, any one wishing information can gather a large amount of knowledge from the trips. But he can take it or leave it, as he chooses; no attempt is made to urge instruction upon anyone. Nevertheless, in the atmosphere of such a membership as we have stimulated by the

presence of myriads of wild flowers, birds, rocks, trees, shrubs no one can avoid absorbing some knowledge of natural history. Even the novice must learn to observe and reason. He will see the jewel-weed or the mountain laural shoot its pollen. He will learn how the gentian protects its honey from all insects, except the bee, which is useful to the plant. He will view with the club the miracle of the awakening of the spring, the magic unfolding of the buds after their winter sleep. He will know what the different kinds of clouds are called and the names of the constellations, and will have some knowledge about the glacial epoch and the geologic features of the landscape. Yes, the new member may, if he wishes, be informed on many subjects, especially since he must have professed interest in some branch of natural history as a reason for joining the club.

Some of the reasons why the Rhode Island Field Naturalists' Club has outlived many others have been given. Another reason, and an important one, is the simplicity of its aims. We have resisted all temptations to become an "influential" club. To be "a power in the community" does not appeal to us. We have not become identified with

any "movements." Our aims are the simplest possible. Moreover, we have resolutely kept the amount of the annual dues at 50c. Consequently we have no club house and meet only for walking. The only expense we have is for printing and mailing programs. We have no deficit and no big reserve which might start a quarrel! We have a constitution and by-laws, but fortunately no member seems to be aware of the existence of either. Everyone being over eighteen years of age, it is presumed that they do not need to be told of the rules. We obey them without ever having heard of them! Too much insistence on constitution observances, and rigid enforcement of irksome rules would freeze the life out of any club.

Another reason for our success is the variety of interests represented. It has never been known as "Mr. So and So's Bird Club" or "Prof. Blank's Beetle Hunters," nor the "Geologists' or Astronomers' Association." While we have some of the finest specialists in the country as members, we arrange our program impartially to include all branches. Our president is curator of one of the best herbariums in New England. We have as active members two celebrated entomologists, known everywhere. Everyone familiar with these subjects knows of Dr. Calder's collection of beetles and Mr. Burlingame's butterflies. We have one modest lady who is known as far away as Australia and Japan as a fern specialist. She is always with us on our trips. We have a young man, who, under the direction of his college professor, has found over a hundred varieties of minerals in a small corner of this little state. We have several members who could qualify as bird experts and a number who can name practically all of the wild flowers; some have specialized on grasses, others on trees or shrubs, but usually all come on all trips whatever subject is scheduled. If the day is fine twenty or thirty members are ready for the Saturday afternoon walk regardless of the program, willing to listen to the leader and enjoy the trip.

We try to introduce variety in our programs by blazing new trails. But all the trails are new, at least four times a year, and in the early spring a trail is new every week. Occasionally, for variety's sake, we take an all-day trip to some distant point and sometimes a member who is also a Scout leader instructs us in campfire cookery. Skating and snow-shoe parties are sometimes hastily arranged and in summer we schedule boat

trips on Narragansett Bay. But all these diversions are exceptional. The main attraction is now as it always has been—the walks in the woods. We still find the old, old truth that the simple pleasures are the most lasting. We get health, happiness and some knowledge from our trips with our fellow members. They are a modest company, but with many sharp eyes looking and many fertile brains working. There is much to be gained and much enjoyment on every walk. We look back upon every season's activities with satisfaction and we look forward with pleasant anticipation to those of many seasons to come.

Early Spring in Japan

By

CLARA BLATTNER

Wellesley, Mass.

In spite of chill winds and oft times heavy snows, the plum blossoms open in February, and fill the air with a delicious fragrance. They are the sweetest of all the blossoms, symbols of purity and longevity, and as they stand at the top of the long line of blossoms of the year, they are called "the elder brothers of the hundred flowers."

To the gardens famous for their "Reclining Dragon Plum Trees," the people flock, in spite of the cold, and the older and more bent the tree the more it is admired, for the old, leafless trunk sending forth delicate, fragrant blossoms, is a symbol of sturdy old age.

It is the plum tree that poets have always loved and the subjects "Plum Blossoms in Snow," "Plum Blossoms in the Moonlight" have been celebrated in all ages, by poet and painter alike.

Now, when you visit the plum gardens and see and smell the exquisite blossoms (the fragrance is very similar to that of our *prunus maritima*) and perhaps, if you are fortunate, hear the delicate song of the *uginsu* (*cettia cantans*) the "Japanese nightingale," it is for you to pause in contemplation and let the results of your meditation take shape in a seventeen syllable poem. When written upon a poem-paper, hang it upon the plum branch and the spirit of the tree will rejoice, while those who pass will stop to read your verse.

The custom of writing poems and hanging them on the plum branches probably originated in the

story that Tenjin, the God of Calligraphy, loved to sit and study under the blossoming plum trees. The blossoms are single and double, varying from snowy white to deepest pink.

February is known for a very jolly festival Setsubun, or "Driving Out the Demons." This falls in the last days of January or first of February. Beans are scattered about the house in four directions while the master of the house shouts: "Oui wa soto! Luku wa nchi!" "Demons away! Enter, O Happiness!" These beans are then carefully swept up, cooked and a few eaten.

In a few temples, indeed, this is acted out as a play in a very realistic manner and the young priests seem greatly to enjoy their rôles as demons.

It is in February, too, that Inari, the Goddess of Rice, is worshiped. The shrines of Inari are quickly recognized by the image of the fox always placed there, and sometimes hundreds of red torii are led to the shrine—votive offerings from those whose prayers have been answered.

With the third of the third month comes the second of the Gosekku or Five Great Festivals of Japan. It is a time of great rejoicing for girls of all ages, and is familiar to all under the name of the Dolls' Festival. Too much stress cannot be laid upon the fact that while the dolls and miniature furniture of exquisite lacquer are displayed on the red-covered shelves, they are never played with or handled, for the Japanese child is taught from the very first, to look with her *eyes* and not with her *fingers*!

On her first birthday, a Japanese girl usually begins her collection of dolls with the Emperor and Empress, seated figures in stiff gold brocade, placed above all the rest, as befits their rank. Below come the three serving maids, in red and white, the two guards at either end and below them the five musicians. This completes the prescribed number of court dolls. Behind the Emperor and Empress stands a gold screen and on either side of them a tall lantern, the exquisite chests and boxes in gold lacquer, filling the lower shelves of the display.

As the peach is one of the symbols of the woman, so peach blossoms red and white (colors symbolic of the positive and negative principles) are the flowers used in decoration at this time. A special sweet white saké is served for this festival and cake, red and white, diamond-shaped, rests on a diamond-shaped black lacquer stand.

The Japanese girls entertain their friends during these three days of the Dolls' Festival, but

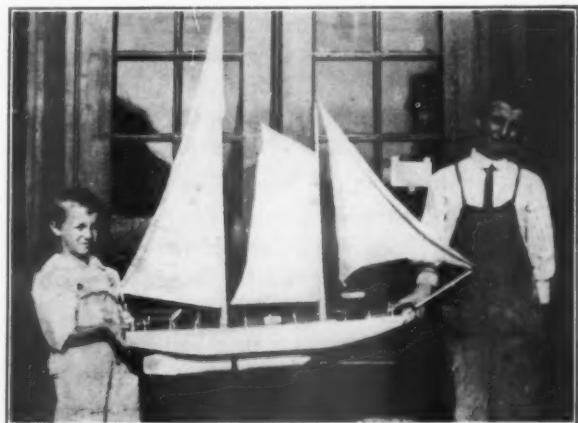
as all the dolls and toys are in miniature, so are all the dishes from which one eats and even the very food itself. When one of my pupils invited me to see her dolls, I soon found a small food stand placed before me, with a complete, miniature dinner. I had not yet become expert in the use of chopsticks, and the tiny chopsticks were very inadequate in my unskilled hand for the wee fish, about three inches long, that had been broiled whole for my dinner.

The very last of the plum blossoms—the deep pink—may linger until the beginning of March and the most famous garden is at Omori. Here a large plum garden rambles over a sheltered hillside, with small, secluded tea houses, where one may spend a whole day enjoying the beauty and fragrance in quiet meditation, or climb to the very top and look over a pink blossom-sea, to the blue waves sparkling on the horizon. Underneath the plum trees are countless bushes of Nanten heavy with scarlet berries—the nanten, planted by each Japanese house, to which all childish dreams of terror are confidingly whispered.

When the ebb-tide is lowest, in March, everybody goes clam-hunting. The clam is also a symbol of woman, so it is natural that the women and girls particularly delight in gathering them.

One of the old court games, now long fallen into disuse was the Shell Game. This consisted of pairs of clam shells, painted on the inside with gay historic scenes, the point of the game being to match shells and pictures.

There is a Japanese saying that, as no two clam shells will fit perfectly save only those made for each other, so, for each one who passes along the Way of Life, there is just one perfect companion, but, adds the Chinese poet, "How rarely do they meet in this gloomy world."



NEW BEDFORD, MASS., ACHIEVEMENT!

The Children's Playground Theatre

By

MABEL FOOTE HOBBS

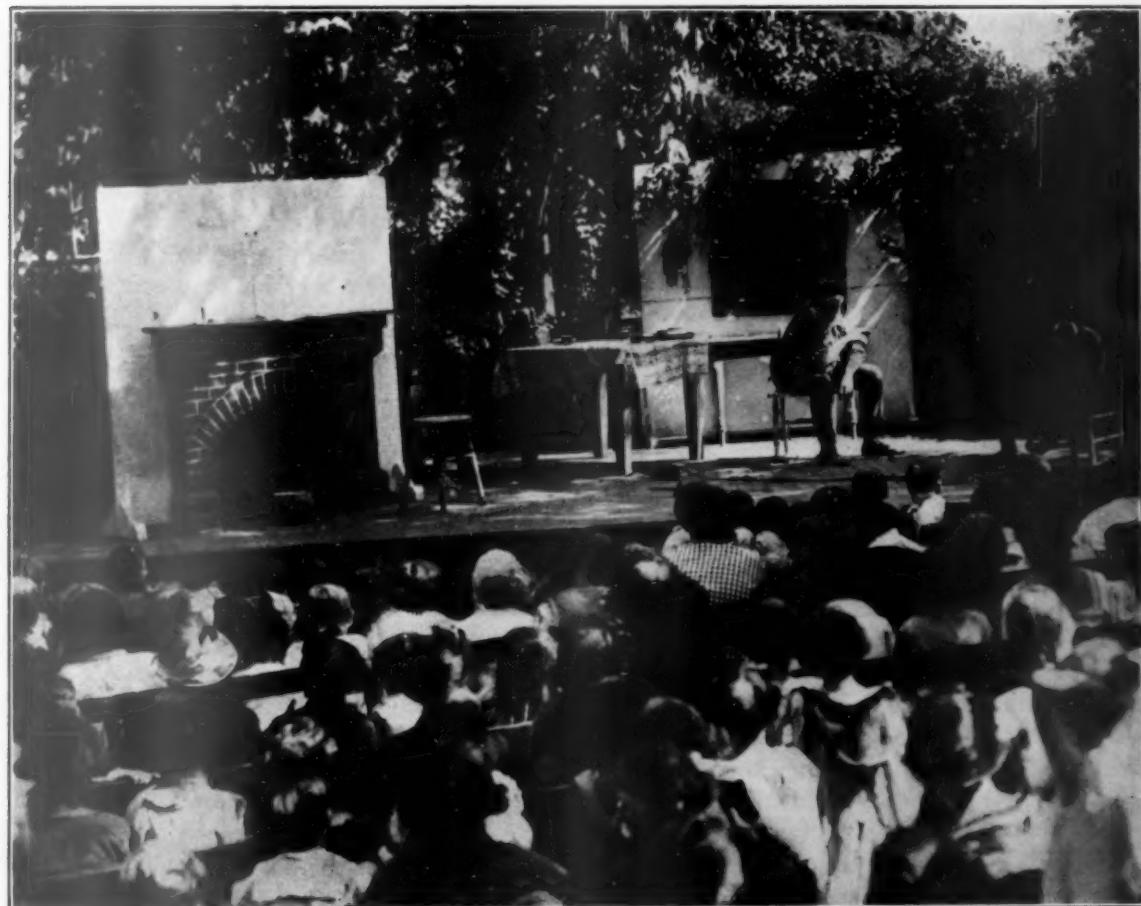
How can drama find its natural and rightful place on playground? Drama's magical doors open to only a chosen few of the mature, but they stand wide to every child—his true heritage not to be denied. Therefore, we believe that on all playgrounds, a shady spot should be set aside to be known as the Children's Playground Theatre—their own little "Temple of Art," where childhood's inborn dramatic instinct may find its development. Greek pillars and velvet curtains are not essentials; a leafy background with perhaps

The experiment described in this article by Mrs. Hobbs of the staff of the P.R.A.A. was made possible through the courtesy of the Board of Recreation Commissioners of East Orange, of which Lincoln E. Rowley is Secretary, and Frances Haire, Superintendent. Through the use of the East Orange playgrounds and their facilities the Board cooperated in every way making the experiment a success.

only a grassy floor in this corner are the simple requisites for a theatre as definite as the most brilliantly illuminated Play House. These young actors may turn a palace into a garden by merely adding a few leafy boughs or may, in a moment, change the garden into a cottage by the placing of a table and a few chairs.

Here plays shall be given which will bring to the child joy, an appreciation of literature and art and above all the satisfaction of being a part of a fine achievement.

The theatre will have another happy use when it is the spot chosen by the children to bring to life their own wonderful imaginative plays. The development which comes from creating their own



PLAYGROUND THEATER, OAKLAND, CAL. (OPEN AIR)

characters and plots is one of the finest opportunities that playground can offer childhood. But may these plays of the children's creation remain their own, unspoiled by assistance from over-zealous grownups and may their audiences, if any, be of their own choosing.

The Playground Theatre also contributes its part in bringing to the children of today a glorious revival of the art of story-telling, almost the oldest art in the world. Under its shadows the children gather for the story-hour; busy little hands rest and small bodies relax and grow quiet as the eager minds follow the story-teller deeper and deeper into the enchanted realms of imagination. These are hours never to be forgotten, for the stories of childhood are retained for all time.

THE PLAY

The presentation of a play should not be an unusual or infrequent occurrence on the playground, but should be so developed as to be the natural outcome of an activity which shall take its place with other recognized everyday playground activities. The playground theatre should be as intimate and familiar to the children as the baseball diamond or the tennis court. Careful organization and the assignment of an hour devoted to dramatics three or four times a week will assure the playground theatre of a weekly entertainment without any interference with other playground activities. The simple play which will constitute a large part of the weekly entertainment is not to be confused with the type of exhibition usually employed at the closing playground program at the end of the season. At that time it is customary to assemble the children from all the playgrounds in the district for united participation in a spectacle of some kind, and both the pageant and the circus have proved admirable vehicles for that event.

The development of drama on the playground encounters numerous difficulties. The groups are transient, lacking the permanency and continuity found in school groups and in the majority of instances the work must be undertaken by the playground leader who already has a well filled program and often has had little experience in dramatic work. Also, there is a dearth of material adapted to the needs of all communities,—each locality, presents children of different environment and this occasions the need of plays of varying types.

Notwithstanding these difficulties the unquestionable joy which the children derive from the work should be an incentive to every playground leader to organize and develop playground dramatics.

Frequently the leaders express timidity in undertaking this task, based on their theory that the services of an experienced dramatic director are essential in order to successfully establish this art on the playground. The number of playgrounds where this is possible is so limited that if this theory were accepted it would result in denying to a multitude of children one of their happiest playground pursuits.

It has been the experience of the writer that simple plays running from fifteen to thirty minutes in length are those most adaptable to the playground theatre, and even the inexperienced leader who applies the accepted and traditional methods of play production will have little difficulty in producing plays of this character.

That the playground theatre is something more than an attractive theory has been proven by the results obtained on certain individual playgrounds where it is an important element in the life of the children. In Oak Park, Chicago, where the children's drama has attained real proportions, bi-monthly plays are given at the Children's Playhouse. In the delightful Little Lattice Playhouse of Hollywood, California, *The Enchanted Garden* and *Mary Quite Contrary Gives a Party* are typical examples of the little people's work. Enticing invitations to visit fairyland or to witness the "unhappy tragedy" of *The Duke and the Cat* are sent from the Children's Playground Theatre of Asheville, North Carolina. In Oakland, California, the outdoor playground theatre is noted for its fine productions. Their platform, placed in a corner of the playground, roofed with leafy greenery and with a back drop of foliage, has become a model stage for playground theatres the country over. The Traveling or Vagabond Theatre, consisting of a stage built on an automobile trailer and sent from one playground to another, is also an Oakland innovation. The stage was set, gay awnings hung to hide the wheels—and presto! everything was in readiness for a play to begin.

The children's drama tournament held in Memphis, Tennessee, is perhaps the outstanding achievement of the Playground Theatre. Here a thousand children from sixteen playgrounds entered the contest. Playground drama has indeed reached a high point when children follow grown-

ups in such an ambitious undertaking as the drama tournament.

These are only a few of the many examples which might be given to illustrate the splendid work going on as a matter of course in playground theatres throughout the country and we now look forward to the time when every city will establish playground theatres.

As a page of experience is worth a volume of theory, the following story of how a playground theatre was established on one playground is told in detail:

Arriving at the playground on a cool, sunny morning, I found a group of eager children ranging in age from six to fourteen years awaiting me. The reception given by children of this age need never be questioned. They are always eager, always believing, and ready to give you their very best. It is astonishing how "big girls" will ask for a part in even a small nursery rhyme play. Any failure to develop a play from such a group, all keen to express themselves, must be charged to the director and the greatest possibility of failure would be through choosing the wrong play.

After chatting with the group a few minutes, learning whether they had ever had parts in plays before, what kinds of plays they were familiar with, and if they really enjoyed acting, I asked what they considered the very first thing to do to establish a playground theatre. All sorts of answers were given but one little girl, after frantically waving her hand, said, "Find the place to act the plays."

So then and there we looked over the playground and decided upon a corner removed as far as possible from the noise of other playground activities and laid the cornerstone of the Playground Theatre. As shady spots are always in demand on the playground, it is more than likely

that the place chosen for the theatre will also be a favorite corner for games, handicraft, and stories or even a popular retreat for the youngest children. But when the hour of the play arrives, how quickly will the familiar spot assume the fascinating attributes of the theatre!

We were fortunate in having as a background a portion of a chicken-wire fence which separated the playground from a nearby garage. The wire-netting had many advantages because it easily held vines and branches when we were ready for an outdoor scene, and it was admirably adapted to an indoor scene when covered with curtains. Two bushes on either side served as exits and entrances. Several children paced off the length and depth of the grassy plot, marked it with stones, and found that our stage would be about twenty by thirteen feet, not very large, perhaps, but quite sufficient for a playground theatre. (See illustration, p. 669.)

When I said, "What next!", all together cried, "The play!" A number of plays were at hand in case the first did not appeal. I then asked how many knew the story of the Pussy Cat who went to London to visit the Queen. A derisive laugh from all answered me and one child glibly recited the old rhyme:

"Pussy Cat, Pussy Cat, where have you been?"
"I've been up to London to look at the Queen!"
"Pussy Cat, Pussy Cat, what did you there?"
"I frightened a little mouse under the chair!"

Then I told them that a three-act play had been made from the rhyme, and though incredulous they decided that they would like to hear it.

I read to them as dramatically as possible, the remarkable dramatization, entitled "Pussy Cat," in Johnson and Barnums' *Book of Plays for Little Actors*. At the close the children unanimously voted to "act it."

First the characters were discussed and the children chose those which appealed to them most. A half dozen casts were formed and each in turn worked out the play. Next we talked over the setting for the first act and decided on the necessary properties. The children were taught the meaning of the word "properties," as well as other simple technical stage terms. It is just as easy to teach children that "down right center" indicates a position near the center of the stage, at the front, and a little to the actor's right, as to say "come over here" or "go over there." It not only simplifies the director's work but familiarizes



LIVING CURTAIN

This Curtain concealed the stage while it was being reset.
East Orange, N. J.

the children with the commonly used terms of the theatre.

We placed a table down center, a chair at the left of the table and a cushion at left of chair. A box of toys, including a ball attached to a string, was put at the back, to the left. (For the first day an imaginary box was used.)

Act I

The make-believe curtain rose on the first act with Nurse sitting in the chair sewing, the little girl on the cushion petting the cat. In the development of the business of the play, we decided that it would be very effective if Nurse were trying to thread her needle when the curtain went up and, as one child said, "older people can never see good," she should squint considerably. Before the morning rehearsals ended, we developed many excellent nurses, needles were admirably threaded, buttons were sewed on so that you knew they would never come off, and in one case a little embroidery was undertaken.

The Little Girl asks to go out and play, but being told that it is too damp, contents herself by obtaining a ball from the box at the back of the stage and playing with Pussy Cat. (The children decided it would be necessary to have a string attached to the ball as otherwise it might roll out into the audience.) Nurse misses her scissors and goes upstairs (right exit) in search of them, but before leaving she cautions Little Girl not to open the door. After the departure of Nurse a lively game of ball is played with Pussy Cat, who develops wonderfully from a silent, curled up little mass to a purring, pawing, merry kitten. In the midst of the game a hurdy gurdy is heard and Little Girl drops the ball and goes to the door. Remembering her promise to Nurse, she is undecided about going out, but the call of the music is too great and she runs out (left), just for a moment, unfortunately leaving the door open, whereupon Pussy Cat sits up, grins and exclaims:

"Where has that Little Girl gone? Oh, see! The front door is open. Now is my chance. I will go to London. Maybe I shall visit the Queen. Hurrah. I'm off to see the world!" (Runs out left.)

After a minute or two the Little Girl returns, missing Pussy Cat, searches frantically under the table, chair and behind the box of toys. Realizing that he is lost, she drops down on the cushion and bursts into tears as the curtain falls on the first act.

Act II

The same procedure of setting the stage was followed as in Act I. The scene is in the palace of the Queen. A bench, placed at the center and well back, represented the throne and one or two chairs, needed in the act, were placed right and left of the stage. For color, a brightly lined coat, turned wrong side out, was draped over the throne. As the curtain of the second act rises, the Queen, overcome with boredom, is seated on the throne, surrounded by her ladies in waiting who suggest various amusements. Many diversions appropriate for a queen were suggested at this point in the rehearsal. Perhaps the Queen would like a drink? Would it please her to be fanned or would a little dance take her fancy? The Queen says "No" to all suggestions, but the Ladies of the Court decided that had they all known a dance they would have had her say "Yes."

A commotion is suddenly heard outside (left) and one of the ladies goes to the door to investigate and soon is heard crying "Scat! Scat!" The Queen immediately becomes interested, and seeing that it is a cat exclaims, "Let him in. I like cats." The Queen leaves her throne and comes down to the center of the stage. The Ladies group themselves about her, as none other than Pussy Cat himself enters. Boredom vanishes at once, and all might have gone merrily on but suddenly a scream is heard. One of the Ladies jumps on a chair and cries, "Mouse!" The Queen and several Ladies seek safety on the throne while the Mouse, who has entered (right) runs toward the group. Pussy Cat then takes command of the situation and chases Mouse away. (The children decided that Mouse would have to run around the room several times in order to give the child portraying him sufficient opportunity for action.) Mouse being vanquished, down comes the Queen and her Ladies, who entreat brave Pussy Cat never to leave.

But Pussy Cat remembers the Little Girl at home and says he must return to her. The Queen orders a ribbon for him, and adorned with a huge bow, Pussy Cat leaves. The act closes with the court waving good-bye to him.

Act III

This scene takes us back to the home of the Little Girl. Such a desolate scene! Nurse has laid aside her sewing and is attempting to comfort the Little Girl by telling her that perhaps

Pussy Cat will return, but the Little Girl, feeling that it is all her own fault, refuses to be consoled. Suddenly we hear a soft, familiar sound. "Meow! Meow!" Nurse and Little Girl start and listen intently. Louder comes the well known "Meow! Meow!" The Little Girl rushes to the door, throws it open, and in walks a very proud and sophisticated Pussy Cat. She catches him in her arms while Nurse beams on the happy scene, and the Little Girl, laughing through her tears, asks, "Pussy Cat, Pussy Cat, where have you been?" "I've been up to London to look at the Queen," he answers. "Pussy Cat, Pussy Cat, what did you there?" "I frightened a little mouse under the chair!" And the curtain falls on a happy, united family.

Before the morning was over, all the casts had given the play. The business of the play had been definitely worked out, entrances and exits established, and the characters understood by all. Up to this point the children had employed their own words, but before leaving typewritten copies of the play were distributed so that before our next rehearsal they might become familiar with the dialogue of the author.

This amazingly simple ten minute play was selected as a medium for this first demonstration because it contains all the qualities of a well rounded drama, and is so simply told that it was possible to cover the whole three acts over and over again in one session. It was suggested that the children meet with their respective casts and rehearse by themselves once or twice before my return when they would present the finished play for me.

When I returned to the playground the following week the stage was set for the first act and the children were eagerly waiting to present the play. Many details not touched upon at all on my previous visit had been thought out by the children. Nurse had her spectacles and knitting and a long apron and kerchief had been added to her costume. There was a bright red ribbon for Pussy Cat. An old table had been found and neatly covered with a cloth. Then without discussion each cast went through the play before a small group of playground children who had left their games and strolled over to look on. After "Pussy Cat" had



BRUIN'S INN—A SAFETY PLAY BY ANNE TOWNSEND
Presented with natural scenery by the Columbian Playground Children,
East Orange, N. J.

been interpreted according to the fancy of a half dozen casts we voted on the best portrayal of each character and an "all star" performance was immediately presented.

Having found the play great fun, the children bombarded me with the demand to give a play for a grownup audience, an entertainment to which father and mother could be invited. I read a number of short plays and we chose as our first real performance *Robin Hood, Alfred and the Cakes*, and, as a modern touch, a charming safety play, *Bruin's Inn*, by Anne Townsend. For these plays it seemed advisable to group the children according to age. Those from ten to twelve, twelve to fourteen, and fourteen to seventeen formed three natural groups with some interlapping, of course. With the exception of a few with unusual ability, children below ten were cast as fairies, animals, or dancers. As a rule ten years seems to be the earliest age at which children are able to take the responsibility of a real part. As a vehicle for average children from ten to fourteen, the short one-act play has been found to be the most successful type for the playground. Children are not willing to concentrate on lengthy lines during vacation time and the playground theatre will not be the joy it should be if they are made to feel that the play is hard work. Then, too, there is a constant change in the cast. Perhaps on the very day of the play Mary's parents decide to go to the sea shore. If the play is short and simple any number of children will be ready and more than willing to take Mary's place and the performance will go merrily on.

Our first performance was given at 7:30 o'clock which by day saving time is a cool sunset

hour, late enough to allow father time to have his dinner and accompany the rest of the family to the play. We had a good sized audience of enthusiastic parents that evening, and a number seemed to appreciate the fact that owing to the quality of the plays the children were receiving something of value as well as having a good time. During the remainder of the season, two other performances, a masque, *How Knowledge Driveth Away Fear*, by Albert W. Whitney, and *Captain Joe*, a boarding school play, by Alice Gerstenberg, were given. The latter was of special interest as it was presented by a group of girls from fifteen to seventeen. The boarding school plays are always beloved of this particular group and the girls are in their element when they have an opportunity to surround themselves with pillows and banners and all the rest of the delightful paraphernalia associated with boarding school life.

As the playground was visited only twice a week, the responsibility of keeping up enthusiasm was left largely to the children. They had accepted the playground theatre of their own free will and might just as easily have deserted it. Never were they coerced into taking part in the activities of the playground theatre; indeed, the problem was rather how to make it possible for everyone to have a part. It was understood from the first that summer is the time for little treats and that excursions to the shore or the country would frequently make it necessary for a child to drop out. In that case numerous understudies immediately filled the gap. The only one who complained was the child who "would rather stay and have the part," as a number regretfully told me. It might be that other activities would take precedence,—whatever took the child away, no questions were asked and those who remained did so only because it gave them pleasure.

The last play was scarcely over when the children surrounded me, and urged me not to say goodbye to them without promising to return the next summer.

The little grass plot set aside as the playground theatre, without footlights, curtain, or proscenium to distinguish it from any other bit of ground, had become a charmed spot from the day the children chose it and gravely measured off their stage. It must be there waiting for them to take possession when they return to the playground another summer.

IMAGINATIVE PLAYS

Once, almost beyond the memory of the adults of today, the children gathered in the barn or in a sacred corner of the attic, or in the hospitable loft, where they gave their wonderful imaginative plays purely for their own delight. Mother was too busy in those days of numerous household duties to interfere, either to condemn or commend. From our cities have vanished the attic and backyard theatres and the marvelous circuses and fantastic tragedies to which a common pin admitted one. But the child has not changed with living conditions; the bright world of illusion is his now, as always, and he must not be allowed to lose the opportunity to develop the powers of imagination. A new setting must be provided for the free play of his fancy in childhood's most beloved pastime—"acting a play."

The Playground Theatre may be a gracious host to the young players in their imaginative plays as well as in the formal plays. The child whose crowded home conditions do not permit a playroom or a yard may give vent to his innate desire to dramatize his dreams and live his beloved tales under ideal conditions in his own playground theatre. It seems the rightful successor to the backyard and the attic of former days and certainly it will never serve a finer purpose than when it fosters the natural expression of the child's wonderings in the bewitching hinterland of the mind which we call the "imagination."

Elaborate equipment for use in these imaginative plays is quite superfluous. All the director need do is place a few articles of discarded furniture, an old dress or long skirt, within reach of the children. When supplemented by the imagination these become the regal appointments of throne rooms and the robes of princesses. The high hat of ancient vintage may have even more exciting days in store for it, if left among the "properties" of the theatre. The possibilities of a high silk hat! The dignity of presidents and undertakers, the exaggerated meanness of Scrooge, and the comedy suggested by the pompous citizen who is the inevitable target on a snowy day, are only a few of the uses of that passe hat.

An old dress, perhaps an old-fashioned party dress with a train, is all that is necessary for the creation of queens and fairy godmothers. What little girl is not fascinated by a nurse's uniform? And what marvels of surgery will result! Any

portion of a military costume will produce battles bloody beyond the imagination of Christopher Marlowe himself! A clothes basket too old for active service will receive a hearty welcome at the Playground Theatre. Anyone knows what a splendid brig it will make and what mysterious seas may be explored within it.

The type of imaginative play varies from the familiar fairy tale to the wildest extravaganza the mind can construct. Sometimes the venerated people of a favorite story will win the hearts of princes and find the glass slipper a perfect fit.

Again, a pirate such as never roamed the seas will spring from some lively imagination. He may live in all the glory of his long knives and fierce swashbuckling for a brief hour, or it may be that within a few moments a king whose splendor holds a greater fascination will usurp him. Perhaps a character conceived in childhood will live on in the mind of its author and later bring delight to thousands. Who shall say that Charles Kingsley was not a familiar of Tom and Mrs. Do-As-You-Would-Be-Done-By years before the *Water Babies* made its appearance, or that the Duchess and the Cheshire Cat were not invisible childhood friends of Lewis Carroll? The White Rabbit and the Hatter seem to have been waiting for that particularly warm July afternoon in 1862 when a boat ride proved too monotonous for Carroll's three young nieces and, seated on a cool, shady bank, the fantastic and amusing creatures of the story sprang to life in the tale which every generation of children since then has read or listened to with delight and eagerness.

The director need not spend much of her precious time in the theatre during the hour of imaginative play, though at first she may have to offer suggestions. For those of us who do not live in the cities and well remember the imaginative play of our own childhood, it is hard to realize that there are children in the larger cities who do not understand what we mean by this kind of "playing." Especially will the child who has known only sidewalk play find it difficult at first to comprehend, for somehow goblins and fairy godmothers do not come to life under the eyes of passers-by. But the desire to create is there; only the place is lacking. It is one of the privileges of

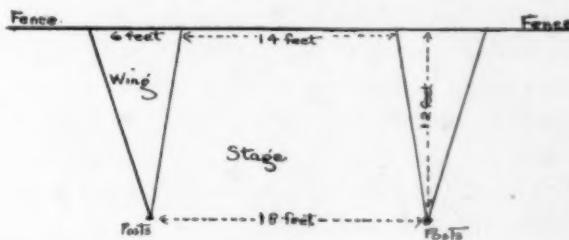


KING ALFRED AND THE CAKES BY LENA DALKEITH

Produced at the Columbian Playground Theater, East Orange, N. J., by a cast of Oval Playground Children

the playground theatre to help keep alive this glorious art of childhood. The director will not need to say more than, "Here are some old dresses and chairs. Wouldn't you like to take them and make up a play of your own?"

Soon they will neither need nor want her suggestions, and unless a special invitation is received her place is elsewhere, for the imaginative play seldom has an audience. Those who are not immediately cast seek other amusement, but there is always a place for everyone who cares to play; it is inconceivable that there would be too many fairies or babies or wicked old witches. No problems of production are too great for the little people of the theatre in their imaginative play, once they have regained their right to the fairy paths and the bewitching people of fancy.



OUTDOOR SET

A portion of a wire fence and two posts the same height as the fence form the framework of this set. Wires are strung from points on the top of the fence to the top of the posts and back to the fence, making triangles at either end of the stage which serve as dressing rooms when the drapery is hung.

Misprint cretonne, the most inexpensive available material, is used for this drapery set. Exits and entrances are made by leaving some seams open. The simplest method of hanging the drapery to the wire is to use upholstery pins, about six pins to the yard. Upholstery pins may be obtained from any department store for about 16c a dozen. Misprint cretonne is sold by Landers Brothers Co., 145 Pearl Street, Boston, Mass., at 45c a pound, about four yards to the pound.

INFORMAL DRAMA

There is no more logical spot than the Children's Playground Theatre for a program of dances, songs, skits, and all the other simple forms of entertainment that come under the head of informal dramatics. Girls of the Scout age, or older, are often invited by other playground groups to spend an evening in such informal diversions and they take pride in their repertoire of clever and amusing stunts of all kinds. As this is the age when no music is so sweet as the jangle of the ukulele, some playgrounds are so ambitious as to present ukulele concerts. With a little preparation such an entertainment might well be styled "The Playground Revue."

So popular has the stunt program become that a number of useful stunt books have recently been published. (See bibliography.) If the idea is new on your playground, the leader will find an evening of charades an excellent way to interest the group. A dramatic director in New York was recently asked to organize a drama class with a group of rather indifferent people. He first arranged a social evening, featuring well planned charades and dramatic stunts. From that lowly beginning developed a group of thirty or forty amateurs now presenting serious drama.

The hours in vacation time are often very long for the adolescent age, despite the fact that the teen age seems to be exceedingly busy with its numerous affairs. At this period of restlessness and difficult adjustment the regularity of school hours solves the problem to a great extent, but summer leaves the less fortunate in the sad state of having nothing to do. For these young people an evening of impromptu drama comes as a welcome opportunity for self-expression and the demand for this type of material is making itself felt to such an extent that increasingly better stunt books are being published.

Thus the Playground Theatre is more than a place for formal plays; it nurtures and houses all the various forms of drama in child life. There is no greater proof of its need than the eagerness with which the children receive the idea of the theatre and their manifest hunger to express dramatic ideas. As an investment for richer play hours and a venture in one of the great arts, the playground director will find in the Playground Theatre a valuable adjunct to her equipment.

Plays

SUITABLE PLAYS FOR CHILDREN OF TEN YEARS AND YOUNGER

Child-Lore by Catherine T. Bryce. Folk tales are the basis of these simple plays in which the creatures of field and forest live on intimate terms with childhood. Twenty-seven plays are included in the book. Charles Scribner's Sons, 597 Fifth Ave., New York City. 60c

Little American History Plays for Little Americans by Eleanore Hubbard. A collection of short plays admirably adapted to playground performance. Suggestions for staging are given with each play. *The Discovery of America*, *The First Thanksgiving Day*, *Paul Revere's Ride*, *Daniel Boone's Snuff Box* and 23 others are included in the book. Benjamin H. Sanborn & Co., 15 W. 38th St., New York City. 90c

Book of Plays for Little Actors by Emma L. Johnston and Madalene Barnum. Nineteen splendidly dramatized little plays from 10 to 20 minutes in length. The collection includes *Pussy-Cat*, *Sleeping Beauty*, *Tom, the Piper's Son*, *Abraham Lincoln and the Little Bird*, *The Spider and the Fly* and others. American Book Company, 100 Washington Square, East, New York City. 52c

Little Dramas by Skinner and Lawrence. Thirty-seven effective dramatizations of well known stories. Easy to prepare and produce. American Book Company. 60c

Stories to Act by Frances Gillespy Wickes. Thirty-six plays including *The North Wind at Play*, *The Fairy Shoemaker*, *Jack and the Beanstalk*, and *The Water Baby*. Beautifully illustrated. Rand McNally & Co., 42 East 22nd Street, New York. 80c

Five Plays and Five Pantomimes by Sidney Baldwin. A collection of unusual, simple, and poetic plays and pantomimes. Penn Publishing Co., Filbert Street, Philadelphia, Pa. \$1.50

SUITABLE PLAYS FOR CHILDREN OF TEN YEARS AND OLDER

Little Plays Told to the Children by Lena Dalkeith. Includes *King Alfred and the Cakes*, *A Scene from Robin Hood* and three others. E. P. Dutton and Co., 681 Fifth Ave., New York City. \$1.00

Fairy Plays for Children by Mabel F. Goodlander. Nine familiar fairy tales have been put in dramatic form in this book—*The Honest Woodcutter*, *Mistress Mary Gives a Garden Party*, *The Pine Tree*, *The House in the Woods*, *The Elves and the Shoemaker*, *Snow White and Rose Red*, *King Midas or the Golden Touch*, *Snow White and the Seven Dwarfs*, and *Sleeping Beauty*. The book also contains excellent illustrations of scenes and costumes together with music and directions for the dances. Rand McNally & Co. 80c

Historical Plays for Children by Grace E. Bird and Maud Starling. Fifteen little plays written around the incidents and traditions of early American history. The Macmillan Co., 60 Fifth Avenue, New York City. 80c

Citizenship Plays by Eleanore Hubbard. The ideals of America are shown in these 31 effective little dramas which serve as lessons in self-government, finance, thrift and citizenship. Benjamin H. Sanborn & Co. \$1.00

The Land of Punch and Judy by Mary Steuart. Seven charming puppet plays which may easily be acted by children. Includes *Punch and Judy of Long Ago*, *Blue Beard*, and *The Three Wishes*. Revell, 138 Fifth Ave., New York City. \$1.25

Eight Little Plays for Children by Rose Fyleman. An unusual collection of whimsical plays dealing with the punishment of Darby and Joan, bewitched dolls, kings who grow cabbages, and a goodly sprinkling of fairies to put things to rights. Doubleday, Doran & Co., 244 Madison Ave., New York City. \$1.25

The Elf of Discontent and Other Plays by Rita Benton. *The Happy Prince*, *The Liberty Bell*, and *What Men Live By* are included in this collection of nine delightful little plays. There are also notes on production by Cora Mel Patten. Drama League Series. Doubleday, Doran & Co. \$2.00

Little John and the Miller Join Robin Hood's Band by Perry Boyer Corneau. One act, one exterior scene. A Robin Hood play for boys. Seven speaking parts and any number of extras. Old Tower Press, 431 South Dearborn Street, Chicago, Illinois. 35c

The Poor Boy Who Became a Great Warrior by Perry Boyer Corneau. Two acts. One exterior scene. Nine boys and extras. The story of the poor boy of the tribe who is aided by the spirits to capture the medicine stick. Based on

the ancient legend of the Pawnee Tribe. Old Tower Press. 40c

The Little Shakeresses by Carla F. Rosenthal. Seven girls. An excellent little play running about 15 minutes. The little Shakeresses are greatly shocked at being invited to go to the circus, but finally decide to go. Old Tower Press. 40c

Bruin's Inn by Anne Townsend. Fire prevention and conservation of the forest are taught in this play which shows the animals gathering at Bruin's Inn for safety after careless children have set fire to the forest by neglecting a bonfire. The Educational Division of the National Safety Council, 1 Park Ave., New York City. 25c

The Cracker Conspiracy by Anne Townsend. The fire crackers turn into human beings on the Fourth of July in this dramatic presentation of the advantages of a safe and sane celebration. National Safety Council. 25c

(Other plays teaching children lessons in safety may be obtained from the Educational Division of the National Safety Council.)

LONGER PLAYS

Snow White by Florence Davenport Adams. A charming version of the old tale. Dramatic Publishing Co., 542 South Dearborn Street, Chicago, Illinois. 15c

Where Fairies Fail by Mary McKittrick. Two girls, five boys and a number of extras. A woodland scene. The story of a boy and his sister who are fleeing from their harsh master. They meet a Fairy Prince and a ferocious Bandarsnatch and through an act of kindness accomplish what even Fairy charms could not. Old Tower Press. 40c

Sleeping Beauty by Julia D. Mitchell. A delightful dramatization of one of our best loved fairy tales. Six principal characters and extras. Obtained from Julia D. Mitchell, 1009 East 62nd Street, Chicago, Ill. 25c

The Oaten Cakes by Rea Woodman. Seven boys, one girl and six or more extras. An excellent dramatized version of the well known story of King Alfred. Eldridge Entertainment House, Franklin, Ohio. 15c

PAGEANT PLAYS

The Treasure Chest by Josephine Thorp. A fairy pageant play. The Treasure Chest containing the gifts of the out-of-door fairies is placed in a forest for mortals to find. A spell is cast

over it so that it may not fall into unworthy hands. After the unsuccessful attempts of several unworthy mortals, it is finally taken by several children who are willing to share its treasures with others. Dances introduced and a list of suitable Victrola records given. Old Tower Press. 40c

A Pageant of Play by May Pashley Harris. Story book pageant with dances. It could be adapted to the various possibilities of individual playground groups. Playground and Recreation Association of America, 315 Fourth Ave., New York City. 15c

The Magic Path by Elizabeth Hines Hanley. A fairy play in one act, one exterior scene. Any number of children may be used. Young children, led by Imagination and Memory, follow the path of the moon to an adventure. Playground and Recreation Association. 25c

The Importance of Being Happy by Chester Geppert Marsh. The Spirits of Play and Good Deeds triumph over Temper, Gloom and Fear and show the children the way to happiness. Eldridge Entertainment House. 35c

The Enchanted Garden. A dramatic outline of the pageant presented by playground children of Stamford, Connecticut. The pageant includes games and dances of different countries and an outline of the actual cost of production. Playground and Recreation Association of America, 315 Fourth Avenue, New York City. 10c

INFORMAL DRAMATIC MATERIAL

Social Stunts. A loose leaf book of stunts to which others may be added. Church Recreation Service, 510 Wellington Ave., Chicago, Ill. 30c

Snappy Stunts for Social Gatherings by Margaret Bridge. Clever suggestions for large or small gatherings. Eldridge Entertainment House, Franklin, Ohio. 75c

Producing Amateur Entertainments by Helen Ferris. Includes information for short, informal programs, stunts, musical numbers, pantomimes, and song specialties. E. P. Dutton & Co., 681 Fifth Ave., New York City. \$2

Stunts of Fun and Fancy by Elizabeth Hines Hanley. Ten splendid dramatic stunts arranged for camps, clubs, schools and playgrounds. Samuel French, 25 West 45th St., New York City. 50c

All books may be obtained from the Drama Book Shop, 29 West 47th Street, New York City.

Developing Responsibility

"Responsibility for the Young Child," "Responsibility, Adolescence, and the School" and "Training for Responsibility in the Home" are all discussed in the January issue of *Child Study*, a magazine issued by the Child Study Association of America. Harriet M. Johnson, Director of the Nursery School of the Bureau of Educational Experiments, states in regard to the very young child, "When adults begin talking about their duties to children, it is time for them to search their motives and define their objectives."

First on the list of desirable qualities she places the responsibility for their carrying on their own play activities, for being able to choose an occupation and to work at it with a minimum of dependence upon adults or other children. She says, "The ability cannot just happen. It implies at the outset a set of responsibilities for adults which they must face very frankly. They must provide an adequate play space; they must furnish play materials which are suited to the child's stage of development; they must place these where they are accessible to the child, and they must give him enough supervision so that he will gain a degree of satisfaction from his play which will send him back to the material. At the same time they must figure so unobtrusively that the child will not get the sense that adults and adult direction are essential features of his play. Activity purposefully directed is one of the most valuable human powers and we must learn to recognize the purposefulness of the young child's play as surely as we do that of a brick-layer, an engineer or an artist. There is no particular magic in the playthings one provides for a child. I mean that there is nothing inherent in a set of equipment certified or recommended by the highest authorities in child nurture which can guarantee the development of a given facility or a desirable attitude toward play. Adult responsibility does not cease with the purchase of 'good' toys."

This article takes up freedom in play activities, the establishment of routine habits, the working toward creative activities, when practice brings satisfaction, grading our requirements, and stages in learning to dress.

APPRECIATIONS

	Month	Year	Page
Edward J. Dunn.....	February	1928	609
John M. Eastwood.....	February	1928	609
Mrs. Max Guggenheim.....	June	1927	153
BOOK REVIEWS			
A B C of Rhythmic Training, The, <i>Elizabeth Waterman</i>	November	1927	446
Adapted Group Gymnastics, <i>Lillian Curtis Drew</i>	August	1927	291
Adult Education and the Library.....	November	1927	445
American Indian and Other Folk Dances—for Schools, Pageants and Playgrounds, <i>Mary Severance Shafter</i>	November	1927	444
American Public and the Motion Picture, The, <i>Charles A. McMahon</i>	May	1927	119
Appreciation of Sculpture, The, <i>Lorado Taft</i>	September	1927	340
Approach to Public Welfare and Social Work, <i>Howard W. Odum</i>	August	1927	288
Ask Me a Bible Question, <i>George Stewart</i>	September	1927	342
Athletic Almanac for 1927.....	May	1927	119
Athletic Almanac for 1928, <i>Spalding's Athletic Library</i>	March	1928	685
Athletic Program for Elementary Schools, An, <i>Leonora Anderson</i>	September	1927	342
Athletics for Girls and Women... Bible Dramatics, <i>James Watt Raine</i>	January	1928	556
Bible Plays and How to Produce Them, <i>Mary Ellen Whitney</i>	August	1927	292
Booklist Books 1926.....	November	1927	448
Book of Games—for Home, School and Playground, The, <i>Forbush and Allen</i>	August	1927	288
Book of Holidays, The, <i>J. Walker McSpadden</i>	August	1927	292
Book of Winter Sports, The, <i>W. Dustin White</i>	June	1927	176
Boys' Book of Amusements, The, <i>A. Frederick</i>	November	1927	448
Boys' Busy Book, The, <i>Chelsea Fraser</i>	January	1928	557
Brown Book for Brown Owls, <i>Edith Ballinger Price</i>	June	1927	175
Camp Recreations and Pageants, <i>Mari Ruef Hofer</i>	November	1927	446
Camp Songs, <i>National Bureau for the Advancement of Music</i>	September	1927	342
Children's Theatres and Plays, <i>Constance D'Arcy Mackay</i>	January	1928	558
Choosing the School, <i>Eva V. B. Hansl</i>	July	1927	233
Choosing the Camp, <i>Helen L. Kaufmann</i>	July	1927	233
Complete Instrumentation of the Golden Book of Favorite Songs, A.....	January	1928	555
Conditioning Gymnastics, <i>S. C. Staley</i>	November	1927	444
Conduct of Physical Activities, The, <i>Wilbur P. Bowen, M.S.</i>	July	1927	235
Coping Saw Work, <i>Edward F. Worst</i>	January	1928	555
Course of Study in Instruments of the Orchestra, For Junior and Juvenile Clubs, <i>Mrs. William John Hall</i>	January	1928	556
Dudley Allen Sargent—an Autobiography, <i>Ledyard W. Sargent</i>	August	1927	291
Educational Information Service.....	May	1927	119
English-Class Plays for New Americans, <i>Emily M. Gibson</i>	July	1927	235

	Month	Year	Page
Europe of Our Day, The, <i>Herbert Adams Gibbons</i>	May	1927	119
Extra-Curricular Activities, <i>Elmer Harrison Wilds</i>	July	1927	234
Farm Youth-Proceedings, Ninth National Country Life Conference.....	November	1927	445
Field and Camp Notebook, <i>Comstock and Vinal</i>	July	1927	236
First Steps in Stadium Operation, <i>V. K. Brown</i>	August	1927	288
Fundamental Danish Gymnastics for Women, <i>Dorothy Sumption</i> ..	December	1927	503
Games and Special Activities, <i>Frank S. Marsh</i>	July	1927	234
Games and Sports in British Schools and Universities, <i>Bulletin No. 19</i>	August	1927	288
Girl Life in America—A Study of Backgrounds, <i>Henriette R. Walker</i>	November	1927	444
Giving Opera with the Phonograph, <i>National Bureau for the Advancement of Music</i>	January	1928	556
Golf Guide, 1927, <i>Spalding's Athletic Library</i>	September	1927	340
Good Times for Boys, <i>William Ralph La Porte</i>	July	1927	233
Handbook of Nature-Study, <i>Anna Botsford Comstock</i>	June	1927	176
"Handy"—Church Recreation Service.....	August	1927	288
Handwork, <i>Metropolitan Federation of Daily Vacation Bible Schools</i>	July	1927	233
Harmonica Bands for Boys and Girls.....	January	1928	557
Health Behavior, <i>Thomas D. Wood and Marion Olive Lerrige</i>	September	1927	340
Health Supervision and Medical Inspection of Schools, <i>Thomas D. Wood and Hugh Grant Rowell</i> . July	1927	234	
Health Trends in Secondary Education.....	November	1927	447
Heart and Athletics, <i>Dr. Felix Deutsch and Dr. Emil Kauf</i>	January	1928	557
Homemade Playground Apparatus, <i>Bulletin No. 68</i>	January	1928	555
House Without Windows and Eepersip's Life There, The, <i>Barbara Newhall Follett</i>	July	1927	233
How to Build a Tennis Court, <i>Spalding's Athletic Library, No. 511B</i>	November	1927	444
How to Put on an Amateur Circus, <i>Fred A. Hacker and Prescott W. Eames</i>	July	1927	236
How You Can Write Plays, <i>Mark Swan</i>	September	1927	342
Indian Nights—Famous Indian Legends.....	August	1927	290
Industrial Plays for Young People, <i>Virginia Olcott</i>	July	1927	235
Junior Community League Handbook.....	November	1927	446
Lad—and Other Story-plays for Children to Read or to Act, <i>Bertha Palmer Lane</i>	August	1927	290
Landscape Architecture, <i>Stephen Child</i>	November	1927	445
Little Theatre Organization and Management, <i>Alexander Dean</i> ..	August	1927	292
Lone Girl Scout Trail-maker, The, <i>Girl Scouts, Inc.</i>	September	1927	342

INDEX OF VOLUME XXI

	Month	Year	Page	Month	Year	Page
MacMillan Books for Boys and Girls.....	November	1927	444	Out-of-Doors with Youth, <i>J. W. Frederick Davies</i>	August	1927 288
Magic Casements, <i>Ruth Perkins</i>	August	1927	290	Permanent Play Materials for Young Children, <i>Charlotte G. Garrison</i>	August	1927 292
Measuring Motor Ability, <i>David K. Brace</i>	July	1927	235	Philosophy of Athletics, The, <i>Elmer Berry</i>	November	1927 444
Minor Prophecies, <i>Lee Simonson</i>	November	1927	444	Piece Bag Book, The, <i>Anna La Tourette Blauvelt</i>	November	1927 448
More One-Act Plays by Modern Authors, <i>Helen Louise Cohen</i>	August	1927	291	Planning Your Party, <i>Emily Rose Burt</i>	July	1927 233
Municipal and Public Golf Courses in the United States with Statistical Information, <i>United States Golf Association</i>	August	1927	288	Playground Mystery Boxes, <i>Mabel Macomber</i>	March	1928 685
Municipal Golf, <i>P. R. A. A.</i>	November	1927	445	Practical Football and How to Teach It, <i>G. S. Lowman</i>	November	1927 447
Municipal Index, <i>American City Magazine</i>	July	1927	233	Playground Manual, <i>Department of Public Instruction, Pa.</i>	August	1927 291
Musical Message for Mothers, <i>A. Margaret Wheeler Ross</i>	February	1928	614	Playgrounds of the Nation.....	January	1928 556
Musical Quotations, <i>National Bureau for the Advancement of Music</i>	January	1928	556	Play Guidance—a Manual for Recreation Leaders, <i>Rev. Kilian J. Henrich</i>	February	1928 616
Nature Almanac, The, <i>Arthur Newton Pack and E. Laurence Palmer</i>	February	1928	614	Probation and Delinquency—The Study and Treatment of the Individual Delinquent, <i>Edwin J. Cooley</i>	July	1927 288
Nation Garden Project, The, <i>C. M. Townsend</i>	January	1928	556	Proceedings of the First Pan Pacific Conference on Education, Rehabilitation, Reclamation, and Recreation.....	January	1928 555
Nations of the World, The, <i>Faculty of Public School 53, Buffalo</i>	January	1928	556	Psychology of Play Activities, The, <i>Harvey C. Lehman and Paul A. Witty</i>	November	1927 448
New Physical Education, The, <i>Wood and Cassidy</i>	November	1927	444	Quiz Yourself on Music—a Game and a Test, <i>National Bureau for the Advancement of Music</i>	January	1928 556
New Standard Endorsed Harmonica Course, <i>Margaret J. Synnberg</i>	August	1927	290	Recreation Manual for the Home, School and Community, <i>Florence S. Hyde</i>	September	1927 340
New Standard Harmony Course for the Harmonica.....	January	1928	557	Recreative Dances for Classes in Physical Education, <i>Fanny S. Bickley</i>	March	1928 685
New Towns for Old, <i>John Nolen</i>	September	1927	342	Research into the Economics of Land Subdivision, <i>Robert Whittem</i>	January	1928 555
Official Athletic Rules and Handbook of the Amateur Athletic Union of the United States, <i>Spalding's Athletic Library</i>	July	1927	235	Rhythmic Dances, Games, Stunts and Songs.....	August	1927 290
Official Basketball Guide, 1927-28, <i>Spalding's Athletic Library</i>	January	1928	556	Sam Lloyd's Tricks and Puzzles...	January	1928 556
Official Basketball Guide for Women, <i>Spalding's Athletic Library</i>	June	1927	175	School Marches and Rhythms, <i>Edna Everett</i>	March	1928 685
Official Basketball Guide for Women, <i>Spalding's Athletic Library</i>	November	1927	447	School, Church, Home and Gymnasium Games, <i>George O. Draper</i>	January	1928 555
Official Intercollegiate Football Guide, <i>Spalding's Athletic Library</i>	September	1927	344	School Song Book, The, <i>Osbourne McConathy</i>	January	1928 555
Official Intercollegiate Soccer Guide, 1927-28, <i>Spalding's Athletic Library</i>	January	1928	556	Settlement Primer, The, <i>Mary Kingsbury Simkhovitch</i>	June	1927 174
Official Rules for Swimming, Diving and Water Games, <i>Spalding's Athletic Library</i>	January	1928	556	Ship Model Making, <i>E. Armitage McCann</i>	March	1928 685
Official Track and Field Guide—1928, <i>Spalding's Athletic Library</i>	February	1928	614	Soccer for Women, <i>Spalding's Athletic Library</i>	July	1927 234
Official Track and Field Guide—1927, <i>Spalding's Athletic Library</i> No. 112R.....	August	1927	290	Social Work Publicity, <i>Charles C. Stillman</i>	November	1927 446
Official Volley Ball Rules of the N. A. A. F., 1927-28, <i>Spalding's Athletic Library</i>	November	1927	445	Songs of the Open, <i>Grace Keir</i>	November	1927 446
One-Act Plays for Stage and Study	August	1927	292	Songs the People Sing.....	July	1927 234
1000 and One, <i>Educational Screen, Inc.</i>	January	1928	557	Source Material for the Use of Rural Parent-Teacher Association Units, <i>Rural Life Bureau</i> ...	September	1927 340
Organization and Administration of Playgrounds and Recreation, The, <i>Jay B. Nash</i>	December	1927	503	Spalding's Official Baseball Guide, 1927.....	July	1927 235
Organization of Rural Community Buildings.....	January	1928	557	Special Day Pageants, <i>Marion Kennedy and Katharine I. Bemis</i>	September	1927 342
Oriental and Character Dances, <i>Helen Frost</i>	November	1927	447	Stage Costuming, <i>Agnes B. Young</i>	September	1927 340
Outlines in Health Education for Women, <i>Gertrude Bilhuber, D. P. H.</i> , and <i>Idabelle Post, B. S.</i>	November	1927	447			

Month	Year	Page
Stories of America's Songs, <i>National Bureau for the Advancement of Music</i>	January 1928	556
Suppose We Do Something Else, <i>Imogen Clark</i>	December 1927	503
Survey of Nature, A, <i>Professor George R. Green</i>	June 1927	176
Swimming Simplified, <i>Lyba and Nita Sheffield</i>	September 1927	344
Technique in Dramatic Art, <i>William Bosworth</i>	July 1927	236
Tennis Annual— <i>Spalding's Athletic Library No. 57X</i>	November 1927	444
Third Year's Music Memory Selections.....	November 1927	446
Toy Symphony Orchestra, The, <i>J. Lilian Vandevere</i>	January 1928	557
Toy Symphony Orchestra Series, <i>A. J. Lilian Vandevere</i>	August 1927	290
Toy Symphony, The, <i>National Bureau for the Advancement of Music</i>	January 1928	556
Treasure Hunting, <i>John F. Gowen</i>	November 1927	447
Trees for Roadside Planting, <i>U. S. Department of Agriculture</i>	July 1927	234
Twice 55 Community Songs for Treble Voices.....	August 1927	291
Vacations for Industrial Workers, <i>Charles M. Mills</i>	August 1927	288
Ventilation and Health, <i>Thomas D. Wood and Ethle M. Hendrikson</i>	July 1927	234
With Scissors and Paste, <i>Leila M. Wilhelm</i>	November 1927	447
Your Growing Child, <i>H. Addison Bruce</i>	February 1928	614
Youth and the Beautiful, <i>School Betterment Studies</i>	August 1927	291

ATHLETICS

Athletic Parks and Stadia Necessary School Equipment.....	September 1927	339
Athletic Program for 1928, An....	February 1928	587
More Athletics, Fewer Crimes, <i>Hon. John T. McGovern</i>	May 1927	84
Municipal Track and Field Meet, <i>C. O. Brown</i>	November 1927	425
Waukegan, Ill., Athletic Field, <i>Jacob L. Crane, Jr.</i>	November 1927	437

CAMPING, HIKING AND OUTINGS

Camp Financing.....	September 1927	311
Hiking Clubs as Trail Blazers, <i>Dorothea Nelson</i>	September 1927	419
Mother Cuts Loose in Camp, <i>Ethel J. Lively</i>	September 1927	314

COMMUNITY BUILDINGS AND NEIGHBORHOOD RECREATION CENTERS

New Community—Building for Detroit, A.....	August 1927	279
Fort Worth Recreation Building..	September 1927	327
"Going Concern," A.....	January 1928	539
Neighborhood Recreation Centers Outside of School Buildings....	July 1927	214
Social Centers in the Schools of America.....	February 1928	601

CONGRESS PROCEEDINGS

Aeronautics, <i>E. T. Warner</i>	February 1928	571
At Memphis with the Recreation Congress.....	November 1927	403
Development of State Parks in America, <i>Wilbur A. Nelson</i>	March 1928	629
Enlarging the Service of the Recreation Department.....	March 1928	648

Month	Year	Page
Exposing Ourselves to Self Control, <i>Gerald Stanley Lee</i>	September 1927	318
How can a City Recreation System Increase the Total of Unorganized Individual and Small Group Play and Recreation, <i>Professor Jay B. Nash</i>	March 1928	643
Learning to Know the Animals in the Zoo and the Trees, Shrubs and Flowers in the Park, <i>W. F. Jacoby</i>	March 1928	635
Leisure and Crime, <i>Charles Pratt, Ph.D.</i>	June 1927	142
Leisure and Life, <i>Frederick Keppel, LL.D.</i>	May 1927	81
Leisure and Trained Leadership, <i>Brother Barnabas</i>	June 1927	149
Life and Specialization, <i>Joseph Lee</i>	January 1928	513
Local Park Achievements in the United States, <i>L. H. Weir</i>	March 1928	625
Planning Play Areas in New Real Estate Subdivisions, <i>C. C. Heatt</i>	December 1927	471
Recreation and the Church, <i>Rev. Charles W. Gilkey</i>	February 1928	566
Recreation and Social Justice, <i>John A. Lapp</i>	November 1927	405
Value of National, State and County Forests and Parks to City Recreation Systems, <i>George Hjelle</i>	November 1927	414
What are the Fundamental Play Skills Which the Boy and Girl Should Learn in Physical Education in the Schools, <i>J. H. McCurdy</i>	November 1927	408
With the Recreation Executives...	January 1928	516
	February 1928	575

CONTESTS AND TOURNAMENTS

Ball Events.....	January	1928	530
Basketball Free Throw Tournament.....	August	1927	284
Father and Son Contest for Honors	January	1928	527
First National Playground Miniature Aircraft Tournament.....	November	1927	404
From the Winner of the Aircraft Tournament.....	December	1927	465
"Hash" Meet, A.....	July	1927	205
Jack Knife Baseball Contest.....	July	1927	208
Kite Flying as a College Contest, <i>Commodore W. E. Longfellow</i> ...	July	1927	187
Kite Flying Tournament.....	August	1927	285
Message to the Amateurs Airplane Tournament.....	February	1928	574
Miniature Boat Races in Jacksonville.....	July	1927	207
Orlando Holds an Archery Tournament.....	August	1927	282
San Diego Kite Tournament, <i>Bernard C. Nichols</i>	February	1928	585
Spokane's Unique Soccer Contest	January	1928	528
Stunt Contest, A.....	November	1927	437
Tournaments.....	August	1927	284
Young America Builds Airplanes..	August	1927	244

CONVENTION NOTES

American Child Health Association.....	August	1927	274
American Civic Association.....	January	1928	554
American Public Health Association, 56th Annual Meeting.....	September	1927	340
American Society of Landscape Architects, 28th annual meeting	June	1927	173
Annual Luncheon of New York Settlements.....	May	1927	112
"Better Times" Dinner.....	July	1927	228

INDEX OF VOLUME XXI

	Month	Year	Page		Month	Year	Page
Boy Life Conference.....	February	1928	610				
Department of Superintendence, N.E.A., Dallas.....	July	1927	227	Games for Girls.....	July	1927	202
District Conferences, P.R.A.A.....	July 1927	226, 229, 230		Linguistics of Marbles.....	July	1927	205
Drama Conference at Yale.....	June	1927	173	Negro Folk Games, <i>Willie Dean Andrews</i>	June	1927	132
Drama League Convention, <i>Katherine S. Burgess</i>	December	1927	501	Rules for Hand Tennis.....	January	1928	539
Eastern District National Story Teller's League Holds 10th An- nual Convention.....	December	1927	409	Sidewalk Games.....	November	1927	422
German National Commission for Physical Education.....	July	1927	230	Twilight Baseball.....	June	1927	134
International Federation of Physi- cal Culture.....	March	1928	673	Where Our Raiding Games Come from.....	July	1927	225
Music Supervisors' National Con- ference.....	March	1928	673	(See also Contests and Tournaments.)			
National Association of Jewish Community Center Secretaries.....	August	1927	275				
National Conference of Social Work.....	August	1927	276				
National Conference on State Parks.....	August	1927	266				
National Education Association.....	August	1927	340				
National Kindergarten Associa- tion.....	March	1928	684				
New York City Conference of Charities and Corrections.....	July	1927	226				
Nineteenth National Conference on City Planning.....	August	1927	272				
Park Leaders Meet in Philadelphia	November	1927	443				
Sixth District, International Opti- mists Clubs' Convention Adopts Resolutions on Community Rec- reation.....	July	1927	227				
DONATED PLAYGROUNDS AND MEMORIALS							
Donated Playgrounds.....	May	1927	105				
Gift to Colton, A.....	June	1927	161				
Memorial Playground in Green- castle, G. <i>Fred Ziegler</i>	July	1927	209				
New Memorial Buildings.....	August	1927	252				
New Park and Playground Given to Los Angeles, Calif.....	September	1927	304				
Sacramento's Memorial Auditor- ium.....	September	1927	308				
DRAMA							
Children's Playground Theatre, <i>The, Mabel T. Hobbs</i>	March	1928	663				
Costume Service in Oakland.....	January	1928	553				
Drama in Redlands.....	July	1927	203				
Indian Lore in Recreation Pro- grams.....	July	1927	223				
Leominster Junior Players, The... Make-Up Suggestions for the Lit- tle Theatre, <i>Jack Stuart Knapp</i>	September	1927	321				
Message from Eva Le Gallienne, A	March	1928	658				
Playground Dramatics in Oakland	January	1928	529				
Teaching Grown-ups to Play through the Community Thea- tre of Richmond, Va.....	December	1927	466				
FESTIVALS AND PAGEANTS							
Colorado's History Presented in Pageant.....	January	1928	537				
May time in Manhattan.....	July	1927	206				
Pageant of Robin Hood, A. <i>E. A.</i> <i>Pritchard and L. M. De Turk</i> ...	May	1927	92				
York Pageant, The.....	January	1928	530				
GAMES							
Basketball in Oakland.....	March	1928	680				
Boccia.....	August	1927	362				
Bowling Rules and Regulations...	February	1928	598				
Folk Games of the Kentucky Mountains, <i>June Clark</i>	September	1927	323				
Football Tests in the Middle West.	March	1928	634				
HANDCRAFT							
First National Playground Mini- ature Aircraft Tournament.....	November	1927	404				
For Creative Youth.....	January	1928	528				
Handcraft Ideas for Thanksgiving.	November	1927	439				
Handcraft Possibilities for Moth- ers and Others, <i>Chester G. Marsh</i> ...	July	1927	193				
Homes for Feathered Tenants....	May	1927	108				
Kite Flying as a College Contest, <i>Commodore W. E. Longfellow</i> ...	July	1927	187				
Making Scrap Books a Happy Service.....	January	1928	537				
Miniature Parachute Drop, <i>V. K.</i> <i>Brown</i>	January	1928	527				
Quilting in Chicago, <i>Anna C. Art- kamper</i>	May	1927	90				
Young America Builds Airplanes..	August	1927	244				
HOLIDAY AND SPECIAL DAY CELEBRATIONS							
Devonshire Christmas, A.....	December	1927	497				
How to Celebrate Hallowe'en....	September	1927	334				
St. Valentine's Day.....	January	1928	551				
HOME PLAY							
Backyard Playground Contest...	July	1927	198				
Backyard Playgrounds for Buffalo.	February	1928	608				
Busy Family Plays, A. <i>Frances</i> <i>Sage Bradley, M.D.</i>	July	1927	190				
Chest of Gold and Good Cheer, A.	November	1927	440				
Handcraft Possibilities for Mothers and Others, <i>Chester G. Marsh</i> ...	July	1927	193				
Home Play as Children See It....	July	1927	198				
Home Play in Kansas.....	September	1927	317				
Home Recreation, <i>Weaver Pang- burn</i>	July	1927	197				
Play for the Family.....	July	1927	200				
Winner of Backyard Playground Contest Announced.....	February	1928	608				
WormsforBait, <i>Roger William Riis</i>	December	1927	464				
LAYOUT AND CONSTRUCTION OF RECREATION AREAS							
Art of Playground Making, <i>Joseph</i> <i>Lee</i>	February	1928	599				
Asphalt and Concrete Tennis Courts.....	August	1927	260				
Engineer's Problem in the Con- struction of a Modern Ten Acre Playfield, <i>A. E. Berthe</i>	March	1928	640				
High Standard of Recreational Space, A.....	January	1928	548				
New Type of Stone Trail Shelters, A	March	1928	638				
Planning for Play Space.....	August	1927	259				
Playground Surfacing.....	June	1927	163				
Some Comments on the Playground Beautification Contest.....	July	1927	213				
LEADERSHIP							
Find and Train Your Boy Leaders, <i>E. S. Martin</i>	August	1927	253				
From an Executive.....	February	1928	586				
Institute for Directors, An.....	May	1927	110				
Leisure and Trained Leadership, <i>Brother Barnabas</i>	June	1927	149				
National Recreation School Grad- uates First Class.....	July	1927	222				

Month	Year	Page	Month	Year	Page				
School of Natural History.....	June	1927	170	Gardens Under Playground Commission.....	November	1927	417		
Using Volunteers.....	June	1927	161	God's Out-of-Doors, <i>Ann Thomas</i>	November	1927	433		
MISCELLANEOUS									
As to Posture, <i>William Burdick</i>	December	1927	468	Homes for Feathered Tenants.....	May	1927	108		
Buttons for Playground Members in Lynchburg.....	July	1927	215	Junior Audubon Recruit Club, <i>The, Lucia E. Savage</i>	August	1927	265		
Can Cities Meet the Fundamental Needs of Children?.....	September	1927	338	List of Fifty Plants for Bird Gardens, <i>A. Alan F. Arnold</i>	May	1927	99		
Commercial Intangibles.....	January	1928	550	Making Nature Study Play, <i>Henry Corp.</i>	March	1928	659		
Correlation of Public Recreation and Public Education Departments, <i>George Hjelle</i>	January	1928	523	Nature Almanac, <i>A. William G. Vinal</i>	May	1927	104		
Do You Like to Go to School?.....	August	1927	258		May	1927	106		
Is Commercial Recreation an Octopus, <i>Clarence A. Perry</i>	February	1928	604		June	1927	162		
Last Will, <i>A.</i>	October	1927	388		July	1927	218		
Message to Parents, <i>A.</i>	January	1928	550		August	1927	264		
Out of the Mouths of Babes!.....	July	1927	196		September	1927	328		
Parent Playground Associations.....	January	1928	525		November	1927	431		
Play, the Architect of Man, <i>Joseph Lee</i>	December	1927	460		December	1927	488		
Playgrounds without Children and Children without Playgrounds, <i>W. D. Deffenbaugh</i>	December	1927	492	Nature Lore Program for a City Playground, <i>A. W. E. Dillon</i>					
Radio Adventures, <i>Arthur H. Miller</i>	June	1927	135	Nature Lore School.....	June	1927	166		
Rapidly Growing P.T.A., <i>A.</i>	September	1927	300		May	1927	103		
Recent Grecian Discoveries of Interest to Physical Educators.....	March	1928	650		June	1927	165		
Recreation Standards for Child Caring Institutions.....	August	1927	282	Nature Notes.....	June	1927	165		
Regional Plan.....	September	1927	313	Nature Play, <i>William G. Vinal</i>	November	1927	429		
Right Reading for Children.....	May	1927	91		December	1927	481		
Safety and the Playground, <i>W. C. Batchelor</i>	March	1928	654		January	1928	543		
Salesmen of Knowledge, <i>Glenn Frank</i>	February	1928	602	Nature Services in Reading, Pennsylvania, <i>Lillian M. DeTurk</i>					
Ventilation of Indoor Recreation Rooms, <i>Thomas D. Wood, M.D.</i> and <i>Ethel M. Hendriksen</i>	November	1927	420	Nature Tabloids for the Community Recreation Director, <i>W. G. Vinal</i>	December	1927	485		
Want Pay for Play.....	November	1927	426		February	1928	596		
What Boys Think.....	July	1927	221	Outdoor Museums of Natural Exhibits.....	December	1927	486		
"What I Like About Playgrounds" from Playground Children.....	January	1928	549	Relation of Museums to the Out-of-Doors, <i>Herman C. Bumpus</i>	September	1927	327		
MUNICIPAL GOLF									
Municipal Golf—Its Influence on Park Recreation Affairs, <i>H. S. Wagner</i>	May	1927	94	Social Values of Gardening, <i>George L. Farley</i>	June	1927	164		
St. Paul's Municipal Golf League, <i>Ernest W. Johnson</i>	January	1928	538	Use of the Outdoors, <i>The</i>	August	1927	249		
MUSIC				Yosians Go Afield, <i>The, J. Otis Swift</i>	July	1927	217		
Community Singing Delights.....	January	1928	534	NEED AND SIGNIFICANCE OF PLAY					
Division of Musical Activities, <i>A.</i>	December	1927	535	Character Education through Scouting, <i>N. E. Richardson</i>					
Extending Music, <i>Fannie Buchanan</i>	December	1927	495	Contemplative Recreation, <i>Josephine Blackstock</i>	March	1928	653		
Hour with Negro Composers, <i>An.</i>	August	1927	258	Land and Sea Jollity.....	September	1927	320		
Houston's Music Contest.....	February	1928	586	Nervous Tension in Modern Life.....	February	1928	602		
Music in West Parks of Chicago.....	July	1927	221	New Tools of Leisure, <i>The, Karl de Schweinitz</i>	July	1927	206		
Opportunity for Musical Talent, <i>An</i>	December	1927	487	Plan of Playground in the American Melting Pot.....	February	1928	611		
Passaic's Colored Harmonica Band.....	August	1927	247	Playing the Game for Health and Character, <i>Prof. Jay B. Nash</i>	February	1928	607		
Pioneering for Art in a Pioneer Land.....	August	1927	280	Social Development on the Playground, <i>Gail F. Powell</i>	August	1927	250		
Playground Children Greet Col. Lindbergh with Music.....	February	1928	574	Spirit of Carnival, <i>The</i>	November	1927	418		
Playground Music Contests in Birmingham.....	January	1928	529	Story of John Smith, <i>The</i>	January	1928	550		
NATURE ACTIVITIES				Striking at the Roots.....	January	1928	527		
Boys and Girls in Forestry.....	February	1928	597	The Educational Appendix—Shall We Operate?.....	July	1927	189		
Children's Gardens, <i>Ellen Eddy Shaw</i>	February	1928	594	What Goes Up, <i>Dorothy Canfield</i>	September	1927	327		
Early Spring in Japan, <i>Clara Blattner</i>	March	1928	661		September	1927	312		
PARK DEVELOPMENTS									
County Parks Increase Property Value.....				PARK DEVELOPMENTS					
Parks and Patriotism.....				County Parks Increase Property Value.....	March	1928	645		
Park Progress in Various States.....					August	1927	248		
Recreation and Game.....				Parks and Patriotism.....	August	1927	245		
					March	1928	639		
PLAY DAYS									
All Southern Play Day, <i>An</i>	March	1928	656	PLAY DAYS					
Huge Play Day, <i>A</i>	November	1927	442	All Southern Play Day, <i>An</i>	March	1928	656		
Negro Play Day in Orlando.....	February	1928	600	Huge Play Day, <i>A</i>	November	1927	442		
Play Day at Mt. Vernon, <i>A</i>	November	1927	442	Negro Play Day in Orlando.....	February	1928	600		

	Month	Year	Page		Month	Year	Page				
Play Day in Richmond, Va., <i>Claire McCarthy</i>	September	1927	305	Tennis in Beaumont, Texas, <i>F. L. Bertschler</i>	November	1927	436				
Recreation Day in Paterson.....	January	1928	547	Sowing and the Harvest.....	January	1928	549				
PLAY PROGRAMS											
Activities Calendar — Chicago School Playgrounds.....	August	1927	277	What One Playground Worker Did	February	1928	587				
Activities for the Girls and Women of Minneapolis.....	July	1927	204	Wichita Moves Another Step Forward.....	September	1927	303				
Cincinnati's Municipal Recreation Program.....	December	1927	470	Year Book for 1926.....	April	1927	5				
Circus Comes to East Orange, The	February	1928	600	Community Recreation Leadership in 790 Cities.....	April	1927	5				
Evaluating Activities.....	September	1927	333	List of Managing Authorities and Officials.....	April	1927	13				
Houston's Labor Day Picnic.....	January	1928	528	Table of Playground and Community Recreation Statistics for 1926.....	April	1927	32				
Memphis Has Excellent Recreation Program.....	August	1927	246	RECREATION FOR ADULTS							
Recreation in Fort Worth, Texas.....	January	1928	515	Municipal Men's Club at Los Angeles.....	May	1927	87				
Summer Activities in Cincinnati.....	September	1927	306	Never Too Old to Play.....	June	1927	170				
Tour around the World by Airplane, A.....	August	1927	286	Recreation for Young People over Fifty.....	March	1928	680				
REAL ESTATE AND RECREATION											
Beaches Saved for the People.....	September	1927	306	Singing Mothers, <i>Irah E. Deering</i>	May	1927	88				
For Block Playgrounds, <i>Henry Wright</i>	January	1928	540	Sports on Board Ship, <i>Arthur Dailey</i>	September	1927	301				
Increase of Land Values around Playgrounds, <i>Charles J. Storey</i>	September	1927	324	Use of Leisure Time at the University of Omaha, The.....	August	1927	255				
Legislating for Boulevards on Ocean Front of San Diego County.....	August	1927	281	Yosians Go Afield, The, <i>J. Otis Swift</i>	July	1927	217				
Planning Play Areas in New Real Estate Subdivisions, <i>C. C. Hieatt</i>	December	1927	471	RECREATION FOR INDIVIDUALS AND SPECIAL GROUPS							
Real Estate Campaign Programs.....	December	1927	475	Chinatown Plays American Style.....	September	1927	302				
Recreation and Real Estate, <i>Mabel T. Wood</i>	June	1927	147	For the Negroes of Orlando.....	March	1928	657				
Recreation Courts and Play Spaces Provided in Apartment Housing Projects.....	July	1927	199	Industrial Recreation in Los Angeles.....	July	1927	216				
Shorter Working Week Increases Number of Home Owners.....	June	1927	148	Recreation for City Employees, <i>A. E. Genter</i>	January	1928	534				
What about the Size of City Blocks? <i>July</i>	July	1927	192	Recreation of the Crippled Child, <i>James L. MacKay</i>	August	1927	256				
.....	January	1928	540	Report on Study of Slow Clubs in Philadelphia, <i>Weaver Pangburn</i>	July	1927	211				
Zoning.....	May	1927	109	Slow Clubs, A New-Old Idea for Recreation, <i>George F. Kearney</i>	May	1927	77				
RECREATION DEVELOPMENTS											
At Northwestern Playfield, Detroit	May	1927	80	Self-Organized Group, The, <i>Jay B. Nash</i>	November	1927	412				
Breaking Previous Records in Evanston.....	November	1927	407	Solving the Caddy Problem, <i>Dan Chase</i>	March	1928	652				
Cambridge Keeps Step.....	November	1927	413	Teaching the Black Belt How to Play.....	February	1928	607				
Celebrating Its Tenth Anniversary	March	1928	634	RECREATION IN FOREIGN COUNTRIES							
Chance to Play, A, <i>Harold M. Harter</i>	January	1928	526	American Playground in Turkey, <i>An, Lillian C. Brauer</i>	September	1927	309				
Cincinnati's Junior Safety League.....	December	1927	496	Appeals from Foreign Lands.....	November	1927	427				
Colored Children Win New Orleans Playground.....	August	1927	280	British View of Sports, A.....	September	1927	310				
Evanston's Junior Press Club.....	August	1927	278	Concern for Leisure Hours.....	February	1928	603				
From the Western Coast.....	August	1927	287	English Social Service.....	February	1928	599				
Getting together in Pendleton, Oregon.....	August	1927	317	Germany Confronts Problem of Athletics for Women.....	July	1927	201				
In Venice, Florida.....	July	1927	186	Recreation in Some of the Islands of the Sea, <i>Arabella Page Rodman</i>	January	1928	531				
Many Lions Clubs Provide Recreation Facilities.....	September	1927	307	Teaching Orphans to Play.....	February	1928	590				
One-Tenth of a Mill, <i>Mabel Madden</i>	June	1927	158	Women of England and Wales Attack Rural Recreation Problem, The.....	November	1927	428				
Pioneering for Play in Boston, <i>Ellen Tower</i>	June	1927	139	Working Men's Leisure in Italy.....	January	1928	522				
Progress in Oak Park, Ill.....	July	1927	207	SWIMMING POOLS, BATHING BEACHES, AND BATH HOUSES	December	1927	463				
Balt Lake City Reports for 1926.....	May	1927	83	Orlando Dedicates Its First Municipal Bath House.....	September	1927	338				
San Francisco Protests.....	June	1927	141	"Swimfest," A.....	August	1927	286				
Significant Facts from Minneapolis	August	1927	263	Tabulation of Replies to Questionnaire on Public Beach Operation, <i>George Hjelte</i>	February	1928	589				
Still Another Service Bureau.....	August	1927	282								
Suburban Town of Eleven Thousand Opens a Playground, A, <i>November</i>	November	1927	441								



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Basketball in Oakland

Basketball is one of the most popular games played during the winter season in Oakland, California. The Recreation Department reports that seven years ago there were two or three industrial teams and twelve East Bay League teams, while this year there are seventy-eight teams playing in the League which is sponsored by the Oakland Recreation Department in cooperation with the schools and the Y. M. C. A. The growth of the industrial teams is particularly encouraging, showing as it does a direct carry over of the Physical Education and Playground Program into adult life.

Splendid publicity is given the activities of the Department by the Oakland *Tribune*, which devotes an entire page in each Sunday issue to the recreation program, a reporter from the paper working directly through the office of the Department.

The Lockwood Girls' League Club has started an interesting series of courses for all members of the Association. Through it, each week, a new project on the code of the playground is launched by appointed committees. Courtesy was the first project lesson to be chosen for the season and throughout the week themes, essays, poems and talks by the various members were given daily in the girls' gymnasium. Posters, playlets and programs were arranged to demonstrate the value and necessity of courtesy as a habit.

Recreation for Young People Over Fifty in Ithaca, New York

Into the recreation office came a brisk young woman of sixty-five. She smiled at the director and calmly stated her case. "My doctor tells me that if I keep my ankles supple my hearing will improve, and so I want to dance. Do you have a dancing class for people of my age? We are not interested in the modern dances and when we do go, no one asks us to dance." The director told her that if she would get a group together, he would see that a dancing class was formed. This was the beginning of a very interesting community activity. The young lady of sixty-five told her friends that the following Thursday night at

the community building there would be old time dancing. An old fiddler would supply the music and his wife would call out the figures.

The first night enough of sixty and over appeared for one set, and the fun began. The next week enough for two sets appeared and the room was crowded with delighted spectators. The third week they outgrew the community building club-rooms and moved to the gymnasium in the school. The fourth night found eighty old folks dancing the dances of another generation and the next week the crowd had grown to one hundred and fifty people.

To be eligible to this evening's fun, a person must be over forty-five. No one is allowed on the floor under that age.

The program consists of country dances, reels, jigs and the old-fashioned waltz. The demand is so great that Monday night has been set aside for beginners' night, with instruction given, and Thursday night for the real evening of dancing. The music is supplied by a fiddle, banjo, guitar and drum. Two callers are employed to call the figures. Solo and exhibition dances are limited to the intermission. At the request of the people themselves other features are being added such as minuet dancing, a fiddlers' contest and a singing school.

At the Conventions

The Twentieth Convention and the First Biennial of the Music Supervisors' National Conference will be held in Chicago, April 16th to 20th. A noteworthy program is being prepared.

THE INTERNATIONAL FEDERATION OF PHYSICAL CULTURE HOLDS A CONGRESS

The International Federation for physical culture and workers' sports, which comprises 1,550,000 members in about fifteen countries, held its fourth congress at Helsingfors in August, 1927. It was decided that the second Workers' Olympiad should be held in 1931 in Vienna, and that in the meantime local games should be organized in Belgium, Czecho-Slovakia, Germany and Switzerland.

The following resolution was unanimously adopted on the subject of the relations of the federation with the International Labor Office:

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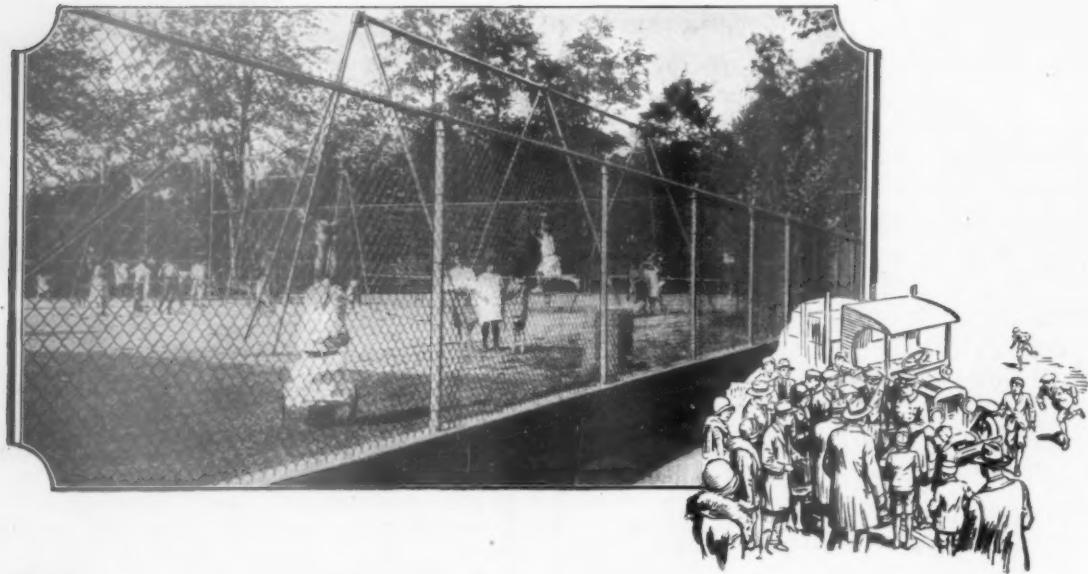
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This booklet was written in close cooperation with The Playground and Recreation Association of America. "You are to be congratulated," writes that organization, "on the excellent appearance of the booklet, as well as the selection and arrangement of its contents, and we are glad to have been able to assist you in the preparation."

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Appendix—a playground bibliography; a list of helpful organizations; a list of manufacturers of playground equipment.



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bureau to develop the relations already established with the Office. The bureau will also take pleasure in extending to the International Labor Office all the assistance within its power for promoting among the workers of every country in the world sports, games and gymnastics and participating in the organization and practical utilization of workers' spare time."

NATIONAL KINDERGARTEN ASSOCIATION

On November twenty-ninth the National Kindergarten Association held its annual meeting in New York City. A presentation was made of the work of the Association in organizing kindergartens, 942 of which, it was stated, may be credited to the Association. Field secretaries in twenty-four states are doing part time work.

Angelo Patri told of the great need for kindergarten facilities in New York City and spoke of the important influence of the kindergarten.

Our Folks

Charles Burnham has been employed as the Director of Recreation in Shelbyville, Indiana.

Eddie Walkup, who has been the Director of Recreation in Centralia, Illinois, has been ap-

pointed as the Superintendent of Recreation in Waukegan, Illinois.

E. H. Chaney has succeeded Eddie Walkup as Director of Recreation in Centralia, Illinois.

Miss Margaret Davis has been employed as Executive Director of the Andover Guild in Andover, Massachusetts.

Miss Katherine Park, formerly Superintendent of Recreation in Asheville, North Carolina, has accepted the position of Supervisor of the Girls' Club in New Haven, Connecticut.

Walter Cartier, who has been the Superintendent of Recreation in Columbus, Georgia, has recently been employed as the Superintendent of Recreation in Charlotte, North Carolina.

David Kilgore has gone to Branford, Connecticut, as Director of Recreation.

Miss Edythe Weichselbaum has recently gone to Lincoln, Nebraska, as assistant to Earl Johnson.

W. R. Hemmerly has been employed as the Director of Recreation in Salisbury, Connecticut.

Mrs. Zenobia Jackson has recently succeeded Miss Mary Turfley as Director of Colored Work in Scranton, Pennsylvania.

John Norveil has been employed as the Supervisor of Recreation in Glendale, California.

Book Reviews

PLAYGROUND MYSTERY BOXES. By Mabel E. Macomber. Published by The Gorham Press, Boston. Price, \$1.85 postpaid

For many years Miss Mabel E. Macomber, as president of the City Playground League of New York and as chairman of the Playground Committees of a number of local organizations, has worked indefatigably to promote children's playgrounds. The suggestions which she has to offer in this book, which she calls a "primer of playground principles," are based on long experience and keen judgment. "The book," says Miss Macomber, "aims to present a scientific view-point while giving practical knowledge of problems that arise in general play supervision. It does not offer specialized instruction in the various activities of the playground, such as games, dances, songs, stories, pageants; because these have been so often described or taught in books already published."

Some of the practical problems and features discussed in an informal way which makes them of interest to the general reader are play leadership, discipline, monitor systems, care of material, special features, qualities desirable in a playground director, dressing for playground work and ideals of playground work.

SHIP MODEL MAKING Volume III. By Capt. E. Armistage McCann. Published by the Norman W. Henley Publishing Co., 2 West 45th St., New York. Price, \$2.50

This is the third of three volumes by Mr. McCann devoted to a discussion of ship model making. The first discusses the making of models of decorative Spanish Galleons and Barbary pirate ships. The second contains directions for making the model of the American Clipper Ship, Sovereign of the Sea. Volume III tells how to make a model of the United States Frigate Constitution. Most detailed directions are given and there are many illustrations.

SCHOOL MARCHES AND RHYTHMS. By Edna Everett. Published by Beckley-Cardy Company, Chicago, Illinois. Price, 90c

This collection is offered teachers with the hope that it will be found helpful for every day use as well as special occasions in school and gymnasium. Every composition is accompanied by suggestions for games, exercises and rhythmic play.

RECREATIVE DANCES FOR CLASSES IN PHYSICAL EDUCATION. By Fanny E. Bickley. Published by Oliver Ditson Company, Boston, Mass. Price, \$1.50

Miss Bickley has called her compilation "Recreative Dances" because, as she explains, "the play spirit is characteristic of them all, yet the action aims to provide real muscular exercise for all parts of the body." The book contains fifty dances, classified in three groups; sixteen for little children, twelve for high school, normal and college girls, and twenty-two suitable for all ages beyond the third grade. Many of the dances may be taught on the playgrounds or in the school yards; they may be done merely to counts, or rhythm in place of music. They lend themselves to use in schools or camps.

ATHLETIC ALMANAC FOR 1928. Spalding's Athletic Library No. IX. Published by the American Sports Publishing Company, 45 Rose St., New York. Price, 35c

In this booklet will be found official world records and Olympic records together with information regarding foreign championships. In addition there is a section on general rules, (Track and Field regulations) with athletic rules for conducting an athletic meet, and swimming and diving rules.



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The American City December, 1927
Municipal Yuletide Activities in Denver
By Ivan E. Houk
New York Project to Multiply Play Space
Putting Recreation Facilities on a Self-Supporting
Basis
By Edward D. Greenman
City Not Liable for Drowning of a Child in Swimming
Pool in a City Park
The American City January, 1928
Municipal Stadium a Recreation Center—Terre
Haute
By R. I. Pierce
Bureau of Home Play Established in Los Angeles
Emergency Water Supply Provides Paradise of
Scenic Beauty and Outdoor
Play in Wilmington
Lake Shore Parkways and a Five Mile Bathing
Beach Under Development—New Orleans
The Survey December 15, 1927
The Pageant That Won a Village
By Hilda W. Smith
Young People of Germany
By Otto T. Mallory

Welfare Magazine November, 1927
The Back Yard School
Parks and Recreation November-December, 1927
The Engineers Problem in the Construction of a
Modern Ten-Acre Play Field
By A. E. Berthe
Baseball Backstops
By Allen S. Wooton
Free Play Vs. Organized Recreation
By F. S. Mathewson
Recreation Opportunities
How Many Cents of the Tax Dollar Should Go
to Public Recreation?
By C. P. Keyser
Rockford Plan of Community Recreation
By C. T. Pedlow
Large Park Given to Michigan
Education January, 1928
Are We Keeping Up with the High School Boys
and Girls
By J. S. Kinder
American Physical Education Review January, 1928
Official Flash Ball Rules
By Ada B. Crozier
Singing Games for Children
Annual Field Day—Atlantic City Public Schools
Children January, 1928
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P. R. A. A. Tournament Winner Writes for Boys' Life

Boys' Life published in its February issue an article on how to make the Model Airplane that won the Junior Outdoor Event in the rubber motor, hand-launched, duration section of the National Playground Miniature Aircraft Tournament conducted by the Playground and Recreation Association of America, which set up a duration record. The article is written by the designer of the plane, Mr. Joseph J. Lucas. Jack Lefker, the boy who won the event, has written a short article on his part in the actual tournament.

This issue of *Boys' Life* is a boy's own issue. It has twenty features written by boys.

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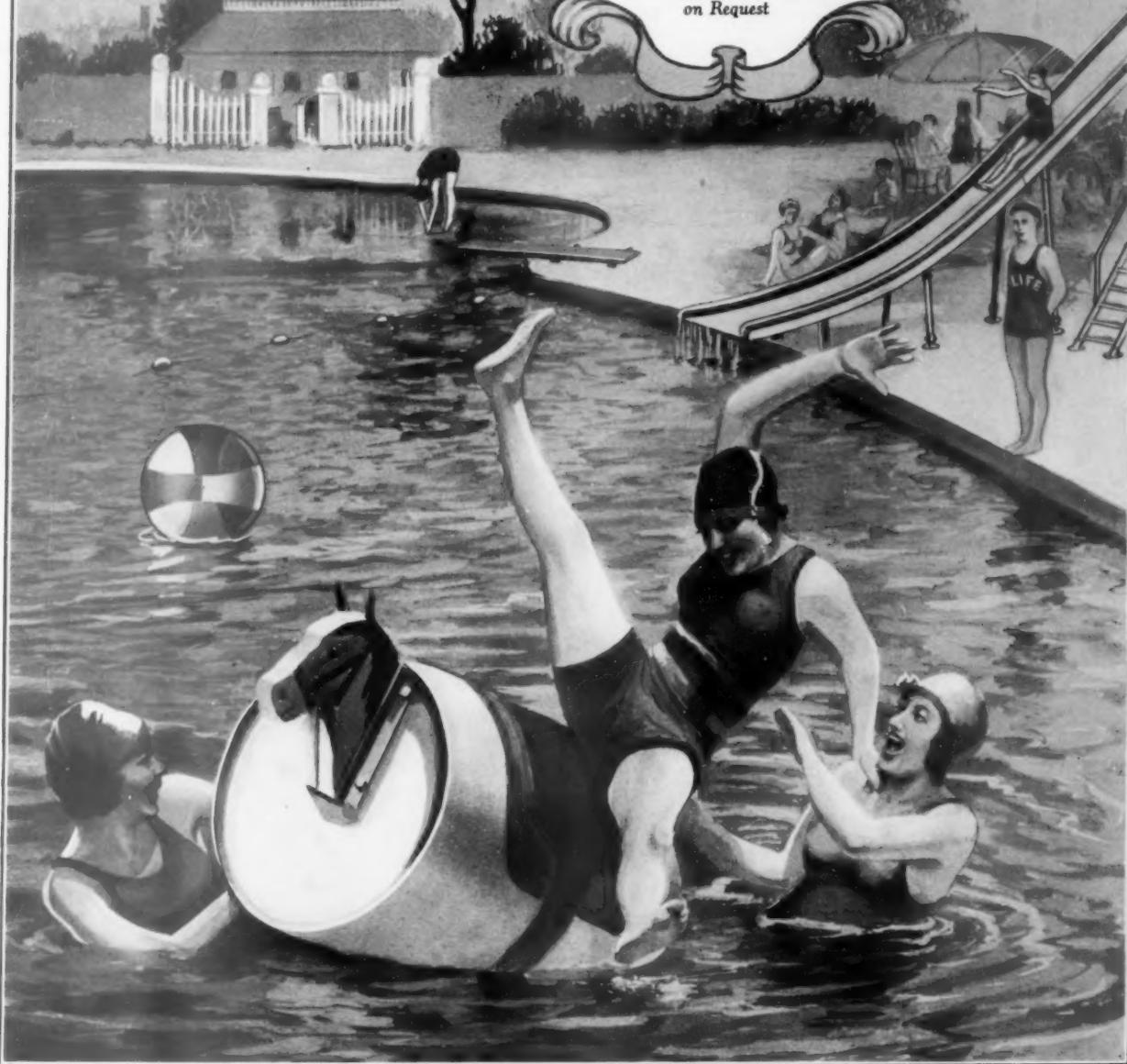
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